

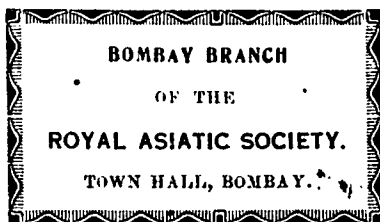
Report of the Director of Public
Instruction (Board of Education)
1853-54



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TO THE RIGHT HONORABLE

LORD ELPHINSTONE, G.C.H.,

Governor and President in Council,

BOMBAY.

MY LORD,

WE have the honour to lay before you a Report of the educational institutions under our charge for the year ending April 30th, 1854.

2. Previous, however, to entering into a detailed state-

• Admission of the Educational Department to the benefit of Pensions.

ment of the present condition of these institutions, we beg to make a few general remarks on the more prominent events

which have occurred. And, first, we desire to express our gratification at the late intimation that the Honorable the Court of Directors have admitted the public servants in the educational department to the benefit of pensions; a measure which we regard as one of the most important events of the year. In thus placing your educational servants on an equality, in this respect, with the public servants of all other departments, a step has been taken which we believe to be better calculated to increase the efficiency of our Native teachers, and to elevate them in the estimation of their fellow countrymen, than any that could have been adopted. While thus congratulating this deserving class of public servants on the great improvement thus made in their position, we would remind them that a pension can only be obtained by a lengthened and undeviating career

of creditable exertion in their respective schools ; and we would warn the indolent and indifferent that the character, conduct, and past services of each teacher must be favourably certified by the officers under whom he may have served, before he will be considered entitled to the indulgence. We would also further warn them that ignorance and indolence will no longer be tolerated, but that higher qualifications and greater activity will hereafter be looked for from every member of the establishment.

3. In making these brief remarks on the pension boon

Same subject. as applicable to our Native teachers, we beg at the same

time to congratulate most warmly the small band of European gentlemen in the department on the brightening of the prospect before them. While, with two exceptions, they have all been more than six years in the service, and working without prospect of eventual reward, the senior has been labouring for nineteen years ; and though this gentleman's exertions have been of the most vital importance in carrying out successfully the Government system of education in the largest of our institutions, and though to his great ability and unremitting zeal we are mainly indebted for the successful progress of the Institution through so many years, he has, until now, been uncheered by that which has animated the exertions of public men in all other departments, viz. the knowledge that his latter days would be provided for by the Government to whose service he has been devoting the best years of his life.

4. On taking a general view of the state and progress of education during the year,

General results of the year satisfactory. we believe we are justified in asserting that the results have been most satisfactory. The Elphinstone Institution,

the Poona College, and the Grant Medical College,—all guided by Principals of great ability and large experience,—are in excellent order, whether we look at the increased number of students, at the extent of their acquirements, or at the internal economy and discipline. Our English schools show a considerable increase in the number of pupils, and in several the course of instruction has been extended; while our Vernacular schools have been greatly improved by the adoption of the measure we mentioned in our last report for removing the worn-out and incompetent teachers, and for replacing them by efficient men. Not only do these schools now show a very considerable increase in the number of pupils, but the reports of our Superintendents prove that they are in a more satisfactory state; and we have much pleasure in recording our satisfaction with the zealous manner in which the duties of our schools generally have been performed, as well as with the efficiency of the superintendence to which they have all been subjected, the Superintendents appearing to be fully sensible that on their energy and vigilance mainly depends the success of our efforts to maintain the numerous schools scattered over the country in a creditable state.

5. The year has also afforded proof, not only of an increasing anxiety to participate in the advantages of education when offered nearly free of expense, but, what is far better, of a strong and sustained desire on the part of several Native communities to make considerable pecuniary sacrifices for the sake of securing an education for their children, more especially in English.

6. Foremost in this wise course stands Khandesh. We mentioned in a late report *Successful efforts to es-* that there was an increasing

establish an English School at Dhoolia. desire for education in this province, and that it appeared to have peculiarly strong claims to consideration ; but that we had been compelled, from want of means, to turn a deaf ear to all appeals for assistance. The desire for education nevertheless increased, and great exertions were made by the inhabitants to raise sufficient funds for supporting an English school at Dhoolia. It is but justice to state that these exertions were stimulated and directed by Captain Kane, who showed the greatest zeal, while employed in Khandesh, in awakening the province to the value of education. Mainly through his influence, a sum of Rs. 12,000 was raised for the establishment of an English school at Dhoolia, but notwithstanding our anxiety to render assistance, we found it impossible, in the then existing state of our funds, to bear any portion of the expense. In this state of matters, all we could do towards fostering the spirit which was showing itself was to suggest for the consideration of the inhabitants the adoption of one of two plans for expending beneficially the interest of the amount subscribed, viz. either the establishment of an elementary English school at Dhoolia, on condition of the inhabitants engaging to provide a monthly sum of Rs. 25 for the master, in addition to the interest of the Rs. 12,000 to be similarly appropriated ; or 2nd, the establishment of five or six scholarships, of the monthly value of Rs. 8, to be paid out of the interest of the capital, and allotted, after examination, to the best pupils of the Vernacular schools at Dhoolia and Malligaum, for the purpose of enabling them to prosecute their studies in English at the Poona College or Elphinstone Institution. This latter plan seemed in some respects more desirable than the former, inasmuch as it provided means for the most promising youths of the

province to pursue their English studies under the most able professors in our service.

7. The inhabitants, however, did not appear to approve of these views, and the subject
Same subject. for a time was dropped ; but,

ere long, renewed efforts were made, with the active encouragement of Mr. Mansfield and Mr. Anderson, to increase the subscriptions, and we are happy to say with such great success, that the amount, at last reached Rs. 25,000. A school was then established, and conducted on the same principles as the English schools in other parts of the Presidency, the inhabitants engaging to defray the whole expense, including a salary of Rs. 100 a month for the master. To this post we appointed Náráyán Bulál, an able assistant teacher in the Elphinstone Institution. The school was opened in October, in the presence of all the European and Native society of the station, and an impressive address on the occasion was made by Mr. Anderson, to whom and to Mr. Mansfield we take this opportunity of expressing our acknowledgments.

8. The conduct of the inhabitants in raising this large sum is beyond all praise, and

Excellent example set by Khandesh. sets a bright example to the other collectorates, not one of

which has ever raised an educational subscription of one-sixth the amount. On completing the arrangements, the Committee expressed a hope, that as soon as we had increased funds at our disposal, we should not be unmindful of the claims of Khandesh ; and we had no hesitation in stating, that under the circumstances, here detailed, we should not fail to give the fullest consideration to the claims of a province which had thus stood forward in promoting its best interests ; and nothing will be more gratifying to us

than to lend a helping hand towards the intellectual advancement of its inhabitants, now that our means will allow us to do so. In the mean time, the Committee very properly reserved to themselves the entire control over the amount subscribed, for the purpose hereafter of devoting a portion to the founding of scholarships, with the view of enabling the best of their youths to pursue their studies in more advanced institutions, and we regard this object as most sound. There can be no doubt that scholarships, when awarded, after examination, to the most advanced pupils, are calculated to stimulate the industry of the whole school, and to raise its character in public estimation. The annual award is looked forward to as the great event of the year, as the best test of the efficiency of the school, and as the just reward of continuous efforts to acquire distinction.

9. While these successful efforts were being made by the inhabitants of Khandesh

Unsuccessful efforts to establish an English School at Sholapoor.

to establish an English school at Dhoolia, strenuous exertions were also being made to establish one at Sholapoor, but unhappily with different results, for these exertions have hitherto proved unsuccessful. A Committee was voluntarily formed at Sholapoor for the encouragement of Native education, consisting of the heads of the Civil departments, the principal Native officials, and many of the most respectable inhabitants of the town. Mr. Nana Morojee, the newly appointed Deputy Collector, who had himself been educated in the Elphinstone Institution, was one of the principal movers in these efforts, and was made Secretary to the Committee. The immediate objects of the Committee were the establishment of an English school and a library, and for these purposes a sum of Rs. 2,500 was at once raised by

private subscriptions among the European and Native community of the station. This is but a small sum, it is true, compared with the large amount raised in Khandesh; but considering that the inhabitants are chiefly illiterate Wanees and Mahomedans, remote from the Presidency, it was nevertheless encouraging. We were urged to lend a helping hand by bearing the expense of a master, but, as in the case of Dhooliā, and for the same reason, we were reluctantly compelled to refuse assistance, Government having decided, that in consequence of our heavy surplus expenditure, all new schools must be entirely self-supporting. It would, moreover, have been impossible, in common justice, to have done for Sholapoor what we had previously refused to do for Khandesh. We pointed out that in the then existing state of affairs, the only way in which a school could be established was by the inhabitants engaging to provide the master's salary. This, however, they were unable to do.

10. We regretted this failure the more, because we were satisfied that an eager desire for the advantages of an English education had been

Board's regret at this failure.

manifested by many of the inhabitants, and we have reason to believe that further subscriptions will be raised among them now that we have been placed in a position to render assistance. Sholapoor and Kaira are now the only two of the twelve Collectorates of this Presidency which are unprovided with institutions for instruction in English. As Kaira, however, is only twenty miles from Ahmedabad, the want of an English school is not much felt; but it is very different with Sholapoor, which, being a frontier town, is far removed from the civilizing influences of places more favourably situated.

11. Notwithstanding the discouragement produced by inadequate means, and a surplus expenditure which we had

Further attempts to introduce a partially self-supporting system.

been directed by Government to reduce within our income, we gave much consideration to various plans which seemed to afford a hope of enabling us to render assistance, and at the same time to introduce a partially self-supporting system. As the most feasible of all, it occurred to us that the time had arrived for calling upon the inhabitants of all towns where English schools had been supported by Government, to come forward and engage to defray one-half the expense. By adopting this step, it was evident that a portion of the benefits which these towns had long enjoyed would still be retained, and that with the saving thus effected we should be able to extend similar benefits to Khandesh, Sholapoor, and other places, which had shown their readiness to make pecuniary sacrifices for the sake of educating their children.

12. We accordingly called upon the inhabitants of

Same subject. Surat, Broach, Ahmedabad, Ahmednuggur, and Rutnagiri,

to come forward and meet our views to this extent. We explained that our annual reports of late years had dwelt much on the fact of our operations having been cramped from want of means. We reminded them of the statement in our report for 1851-52, that we were then spending Rs. 19,000 annually more than our income, and we stated, that although this large amount of surplus expenditure had, by means of rigid economy and retrenchment, been diminished, our expenditure still continued greatly above our resources. We pointed out, that notwithstanding this state of matters, we had received urgent entreaties from various

quarters for assistance in establishing schools, but that hitherto we had been compelled, from want of means, to turn a deaf ear to these entreaties. We alluded to the public spirit which had been shown by the inhabitants of several zillahs, and we expressed our conviction that we were bound, if possible, to assist their laudable efforts in supporting schools. We noticed the fact of an English school having been recently opened at Dhoolia, supported solely by funds raised in Khandesh, and we reminded them that the inhabitants of a small town like Dharwar provided Rs. 50 a month towards the master's salary, and that Tanna did the same. We regret to say that the inhabitants of these towns have hitherto been backward in replying to our appeal.

13. We now turn to the commencement of operations in Katiawar. In our last report *Measures for introducing Education into Katiawar.* we gave a detail of the measures which had, up to that time, been decided on for introducing an improved system of education into that province. These measures consisted in the establishment of a central institution at Rajkote and branch schools in the districts, the medium of instruction in the former being the Vernacular as well as English, while in the latter it was intended to be solely the Vernacular. We at the same time stated, that in deference to the opinions of the political authorities in Katiawar, we had decided on nominating an educated Native of talent and experience in the double capacity of Head Master of the Central Institution and Superintendent of Schools in the districts.

14. At the date of our report, however, the selection of the Head Master and Superintendent had not been made, and *Nomination of Head Master of Central Institu-*

*tion, and Superintendent of
Schools in districts.*

we were at the time in correspondence with Colonel Lang on the subject. There were several difficulties in the way of securing the services of a man of the precise character required, and we felt that we could hardly over-estimate the importance of a selection, on which the successful working out of the scheme of education so much depended. In addition to a thorough qualification for his duties from the possession of the requisite amount of acquirements, there were several circumstances connected with the peculiar political and social character of the province which had to be considered, and above all we required a man of experience, who possessed energy and firmness, as well as conciliatory manners. After much correspondence, we ultimately selected Bhogilál Pranwulubdás, who had for seven years been master of the English school at Ahmedabad, and we have reason to believe that he will be successful in creating an increased desire for education in this province. It was the opinion of the Political Agent, equally with ourselves, that Bhogilál Pranwulubdás possessed most of the qualifications required, but there was at first some difficulty about the amount of pay. The Political Agent proposed Rs. 200 a month, that being the salary of the highest paid Native functionary in the service of Government in Katiawar, and he considered it objectionable in principle to give a higher rate to any Native appointed to the situation in question. We scarcely considered this amount, however, sufficient for an able man, who had for seven years held the appointment of master of a large English school, and that too in his Native city. With all deference, therefore, to Colonel Lang's opinion, and with every desire to meet his views on this as well as on all other subjects, we strongly recommended

a salary of Rs. 250, for we did not consider his objection of so important or grave a nature as to counterbalance the very obvious and great advantage of securing the services of an able and experienced man, and of fixing such an amount of salary as would in itself give him that influential position in Native society which could not fail to further the interests of education. Colonel Lang waived his objection, and Bhogilál Pranwulubdás assumed charge of his duties the end of August.

15. Since that date, Bhogilál has not only been assiduously engaged in organizing the central institution at Rajkote, but, with the advice and assistance of the Political Agent, he has already been moving about through the province of Katiawar, and has established Vernacular schools at Nowanagur, Morbi, Vadhwán, and Dhoraji, and he hopes to establish schools in several more places as soon as he can procure competent teachers. Vernacular schools had previously been established at Rajkote and Junaghur by the Political Agent, who has also appointed tutors to the Chiefs of Nagnesh, Laktar, Chuda, Gondal, Vankaner, and Rajkote. At each of these towns, too, the tutors have formed small schools. On the recommendation of Colonel Lang, the names of these tutors have been entered on the educational establishment of Katiawar, as entitled to compete with the other teachers for any superior situations which may become vacant. We cordially approved of the suggestion as being calculated to keep up the work of self-improvement, as well as a wholesome spirit of emulation among all the teachers in the province. Including these tutors, the Katiawar establishment now consists of sixteen teachers, who give instruction to 817 pupils. We trust that this

commencement of proceedings in the education of a people, whose feelings were supposed to present unusual obstacles to our efforts, will be considered satisfactory, and we beg to congratulate the political authorities of the province on these first-fruits of their labours. We would also take this opportunity of recording our obligations to Colonel Lang and Major Aston for their valuable assistance and cordial co-operation in every step that has been taken.

16. For the purpose of making the new system of education as popular as possible, and of keeping up the interest of the Chiefs and other inhabitants of the province, a local committee has been formed, consisting of the Political Agent as President *ex officio*, and of his First Assistant and four of the most intelligent and influential Agents or Karbarees of the principal Chiefs, as members. As the Head Master of the central institution has been directed to conduct his correspondence with us through the channel of this committee, and as our correspondence with him is addressed in like manner, the committee are kept acquainted with all matters concerning the institution, and have an opportunity of suggesting any improvements they may deem desirable.

17. In our last report we mentioned that a commencement had been made in extending the benefits of education to the province of Sattara, and we stated the measures which had been adopted in communication with the Commissioner, and the principles on which future steps would be taken. We explained the necessity which had led us to remodel the existing school in the capital, and to place it on the general footing of our English schools in other parts of the Presidency. We

also stated that we had established two Vernacular schools at Sattara, and one at Wai.

18. We have great satisfaction in stating that these schools are all working well, and that we have lately established others at Bijapur, Pandharpur, and Kurar. The inhabitants of each of these places have provided school furniture and suitable buildings. To Bijapur we appointed as master Kashinath Vishwanath Shástri, a young man who had been educated in the Poona College, and who had gained considerable experience in the art of teaching in one of the schools of the Student's Literary and Scientific Society. To Pandharpur we nominated Sitáram Bál-crishna, and to Kurar Ganesh Naráyan, both students of the normal department of the Poona College. They are all good Maráthi scholars and have a fair knowledge of Sanscrit, and they are sufficiently advanced in English to be able to teach an elementary class in it. Although these schools are Vernacular ones, we purposely selected as masters men acquainted with English, on the principle that a teacher possessing a knowledge of this language, and having his education thus founded on a wider basis, will be more competent to give a sound education, even in Maráthi solely, than a man merely acquainted with his Vernacular.

19. It gives us satisfaction to state that one of the Sattara Jagheerdars has established a school at his own expense, and we trust the example thus set may be followed by others. We allude to Punt Pratinidhee, who applied for a master to open a school at Atpadi.

20. The subjects of study in our schools remain un-

Introduction of the Civil and Criminal Regulations, Village Accounts, and Joint Report Rules, as subjects of study.

changed, excepting that we have recently introduced the Civil and Criminal Regulations as voluntary studies in the senior class of our English, Maráthi, and Gujaráthi schools, village accounts in the second class of our Maráthi schools, and the Joint Survey Report Rules in the second class of our English and Maráthi schools. We cannot at present introduce these rules into the Gujaráthi schools, as no translation into this language has yet been made. We also propose to introduce talook accounts into the Maráthi schools, and both village and talook accounts into the Gujaráthi schools, as soon as we are provided with copies in these languages.

21. Our reason for introducing these studies was to

Reason for introducing them.

enable such students as wished for Government employment, to qualify for such employment in accordance with the terms laid down by Government in the Rules of May 1852, relative to admission into the lower grades of the public service. Among the requisite qualifications is a knowledge of these subjects, and it seemed to us desirable to take some step for enabling the pupils of our schools to compete with success at the examinations required by these rules. It was notorious that our students were either altogether excluded from public employment in the revenue and judicial departments from a want of some knowledge in these subjects, or were compelled for a long time previously to attend public offices for the purpose of acquiring such knowledge. We therefore thought that the most desirable way of attaining the end in view would be to introduce these works as part of the general

course of instruction, making their study, however, quite voluntary, and taking especial care to ensure their not interfering in any way with the regular course of study in other subjects. We were also of opinion that their introduction would tend to make the schools more popular, as well as to secure a more regular attendance, and that it would create a wholesome spirit of emulation both among the masters and pupils.

22. As the question was of some importance, however,

Opinion of our Superintendents on the subject.

and as it seemed probable that such a step might be deemed objectionable by some, on the ground that the study of such subjects should be commenced after leaving school, as all special professional studies are, we thought it desirable to obtain the opinions of the six gentlemen in the department who were, or had recently been, Superintendents of Schools. One of these gentlemen was of opinion that the works specified could not be introduced with advantage, as the "exclusive nature of the subjects appeared incompatible with the unexclusive character of public schools of general learning." But, with this one exception, the Superintendents were all in favour of their introduction, on the general ground that as a knowledge of these subjects is required by Government as a qualification for employment, it seemed desirable that the attainment of that knowledge should be placed within the reach of the youths attending our schools. We accordingly decided on their introduction into the two highest classes of our schools, the study being perfectly voluntary on the part of every pupil ; in no case imperative.

23. In previous reports we noticed the commencement

Native Libraries.

which had been made in establishing Native libraries in some

of the principal zillah towns of this Presidency. In addition to those which we mentioned as having at that time been formed, libraries have since been established at Sawunt Waree and Násik, as well as one at Poona for the use of such castes as could not gain admittance into the Native General Library. To each of these libraries, at the request of their committees, we presented a set of maps and a copy of each of our Vernacular publications, and we have assisted to the same extent seven more--Native libraries which have recently been established in Bombay. Native libraries, therefore, now exist at Ahmednuggur, Poona, Sholapoor, Belgaum, Sattara, Rutnagiri, Tanna, Surat, Baroda, Ahmedabad, Sawunt Waree, and Násik, besides ten in Bombay itself. We are thus, year by year, accumulating additional proof of the general demand for reading and instruction which is so clearly developing itself; and although in the present state of Vernacular literature, and with the present scanty stock of standard Native works, we do not expect any great results immediately, yet, with the assistance of English works, we may fairly expect these libraries to be the means of diffusing in the course of time much general knowledge among the masses of Indian society. We have reason to believe that much interest is taken in most of these libraries by the different Native communities, and we have placed in the appendix all the reports on their state with which we have been favoured during the year.

24. The movement for the formation of these libraries at Násik, Sawunt Waree, and

Establishment of Library at Násik. Poona, was a spontaneous one, originating solely with the

Natives. In the case of the library at Násik we were applied to for assistance direct by the Native committee.

Mr. Jenkins and Mr. Turquand subsequently furthered the views of the inhabitants, and told us that a sufficient sum would be raised by monthly and annual subscribers to defray the ordinary expenses incurred in supporting it. Donations were also made by private individuals to the extent of Rs. 220.

25. In the case of the library at Sawunt Waree, a sum of Rs. 846 was raised by subscription among the Sirdars, Karkoons, and other inhabitants.

Establishment of Library at Sawunt Waree.

Mr. Anderson was Political Agent at the time, and gave his customary warm assistance; but the movement commenced among the Natives themselves, a great number of whom came forward spontaneously, and expressed their wish that a library should be established. When Mr. Anderson was leaving Sawunt Waree, the building for the library was nearly completed, and it was said to be a great ornament to the town.

26. There were peculiar and interesting circumstances connected with the establishment of the library at Poona, which seem worthy of being noticed.

Establishment of Library at Poona.

In our report for 1851-52 we drew attention to the zeal which was then manifesting itself among the best educated of the young men, trained in the English department of the Poona College, to diffuse improvement among their fellow-countrymen. We noticed also their spontaneous movement,—akin to that which had previously taken place in Bombay,—in favour of female education; and we mentioned in particular that Joti Govind Rao, a young Native of the Malee caste, had not only formed a female school, in which he taught gratuitously for four hours a day, but that he had also trained his wife for the office of

schoolmistress. His exertions in the cause of enlightenment, however, did not end here. With equal courage and perseverance, and notwithstanding the prejudices by which he was surrounded, he laboured successfully to establish a school for Mahars and Mangs, and in thus striving to raise the condition of these despised castes, he said he acted in "conformity with the dictates of conscience, and, above all, the will of God."

27. Having thus established his low caste school, he soon found a great desire manifested by the pupils for the establishment of a library, and again he devoted himself to the attainment of this object, and once more he succeeded. He has thus the credit of having been the main cause in establishing the first female school in Poona, the first school for Mahars and Mangs in the same city, and the first Native library for these castes. He has thus in a three-fold manner devoted himself to the interests of his countrymen; but in justice to others we ought to add that he has been greatly assisted in his latter labours by several of the educated young men in Poona. It gave us great satisfaction to observe, by Major Candy's recent report on the Poona College, that the assistant professors, and several of the assistant teachers and senior students of the college, take a warm interest in this low caste school, as well as in the female schools, and that these useful institutions receive countenance and aid from the principal and professors in every suitable way.

28. We now turn to the state of our finances. In our report for 1851-52, we mentioned that our expenditure exceeded the amount of the annual educational grant by Rs. 19,681, and that we

*State of the Educational
Finances.*

were, in consequence, not only compelled to turn a deaf ear to all applications for assistance in establishing new schools, but were also compelled to strive by every possible means to reduce our expenditure within the limit of our income. In our last report we mentioned the measures which had been adopted with this end in view, and we showed that in carrying out these measures, and by maintaining a rigid adherence to economy in every direction, we had reduced the excess of expenditure over income to Rs. 10,877. By persisting in the same course of retrenchment and economy, our surplus expenditure, as shown in the Civil Auditor's last annual statement, is now still further reduced to Rs. 6,826. We at the same time explained that this surplus expenditure had been defrayed out of a reserved fund which had been formed from the unexpended portions of the grant of former years, but that this fund was nearly exhausted. In each of our late reports, we pointed out the utter inadequacy of the existing amount of the annual grant for the increasing requirements of Western India, and we stated that on an increase to the means at our disposal depended not only all hope of progress, but even the possibility of keeping up existing institutions.

29. This discouraging state of matters continued till a short time ago, when the gratifying information was received that the Honorable Court of Directors had made an addition of Rs. 50,000 to the annual grant of Rs. 1,25,000, exclusive of Rs. 7,000 for the province of Sattara, and Rs. 10,000 for Scinde. If to these sums be added the annual allowance for the Poona College, and the expense of the Grant Medical College, the total amount of public funds appropriated for educational purposes will be about Rs. 2,50,000. This increase to the annual grant is the most important event of the year.

It will enable us to put existing institutions into a more thoroughly efficient state, to render assistance in many quarters where we have hitherto been unable to lend a helping hand, and to extend our operations in various directions. In our next report we shall be prepared to enter into a detail of the measures which may be adopted.

30. Having thus dwelt briefly on some of the more important events of the year, *Total number of Students.* we now proceed to the more special object of our report, viz. to notice separately the state of the different institutions under our charge ; and we beg to preface our remarks with the following table, showing the total number of youths receiving Government education at the close of March 1854. Compared with a corresponding table in our last report, it shows an increase of 3,211 pupils.

ENGLISH COLLEGES AND SCHOOLS.

	No. of Students.
Elphinstone Institution	1,044
Poona College	476
Ditto ditto Branch School	118
Grant Medical College	65
Surat English School	365
Ahmedabad ditto	162
Broach ditto	65
Ahmednuggur ditto	63
Rutnagiri ditto	45
Tanna ditto	99
Dharwar ditto	47
Sattara ditto	100
Rajkote ditto	55
Dhoolia ditto	77
	2,781

VERNACULAR SCHOOLS.

	No. of Students.
<i>1st Division.</i> —Collectorates of Poona, Ahmednuggur, Sholapoor, and Khandesh, and the province of Sattara.....	6,620
<i>2nd Division.</i> —Collectorates of Surat, Broach, Kaira, and Ahmedabad	3,099
<i>3rd Division.</i> —Collectorates of Tanna, Rutnagiri, Bel'gaum, and Dharwar.	4,351
In the province of Katiawar.....	762
At the Presidency.....	474
Vernacular.....	15,306
English.....	2,781
Total number of students....	18,087

ELPHINSTONE INSTITUTION.

Establishment of Professors on April 30th, 1854.

Principal, and Professor of Logic, and Mental and Moral Philosophy.....	JOHN HARKNESS, A.M.
Professor of History, Literature, and Political Economy	R. T. REID, LL.B. (Europe.)
Acting ditto	R. S. SINCLAIR, A.M.
Acting Professor of Mathematics and Natural Philosophy	DÁDÁBHÁI NAOROZJI, Esq.
Professor of Chemistry, Botany, and Geology.....	H. GIRAUD, M.D.
English Master.....	W. DRAPER, A.M.

31. No change has taken place among the Professors during the year. We mentioned in our last report that *No change among the Professors.* Mr. Reid, Professor of History and Literature, went to Europe in March 1853, on a twelvemonths' leave of absence. This leave, as a special case, has been extended till the end of September next. In the mean time Mr. Sinclair, Professor of Mathematics and Natural Philosophy, continues in charge of Mr. Reid's duties, and Mr. Dádábháí Naorozji in charge of Mr. Sinclair's. Mr. Reid's absence has not caused any inconvenience to the Institution, as might perhaps have been expected from the limited number of professors, for as Mr. Sinclair possessed very high testimonials in literature as well as in science, we had no difficulty in supplying Mr. Reid's place. We have thus had practical proof of the advantage of procuring the services of a professor

thoroughly competent to teach in either department, according to the exigencies of the Institution ; and it is but justice to Mr. Sinclair to state, that he met our views and wishes on these points with the utmost readiness.

32. The annual examination commenced on 28th November, and continued till the 17th December, the examinations each day lasting from 11 A. M. till 5 P. M. The result was very satisfactory, and proved that the duties of the year had been ably and zealously performed. In February the Principal sent in his annual report, and a copy will be found in the appendix. Its general arrangement and classification of subjects will be found in its table of contents. It includes separate reports by the different professors on the subjects of their respective classes, examination questions, specimens of answering, and tables containing the results of the examinations. It gives such full details of the state of the classes in every division of the Institution, that it seems quite unnecessary to enter here into any particulars.

33. We have every reason to be perfectly satisfied with the progress and present state of the Institution in every department. The number of students is larger than at any previous time. The school department, on the efficiency of which the subsequent progress of the students, when transferred to the college department, so much depends, is in an excellent state. The reading of the majority in the best classes was good, the pronunciation correct, the explanations full and satisfactory, their knowledge of the derivation of words tolerably accurate, and the answering in history and geography very creditable. In arithmetic and mathematics

the majority of classes also acquitted themselves well. Much attention, too, has been paid to the vernaculars, and in the higher classes to the elements of Sanscrit among the Maráthi speaking students, and to Persian among the Gujaráthi. The highest class, consisting chiefly of candidates for the college department, never made a better appearance. Its state reflected much credit upon Mr. Draper, the teacher. Twenty-one of the students in this class obtained above 60 per cent. in marks in the English department, and thirteen in the mathematical. One obtained 80 per cent.

34. The extent and variety of the studies in the college division will be seen in the *College Department.* separate reports of the four professors. The classes all came out well. In the division of logic and mental and moral philosophy, the text books include works by Whately, Locke, Cousin, Stewart, and Butler. In literature, Goldsmith, Cowper, and selections from Pope, Bacon, Locke, Boyle, Steele, Addison, and Shakespear. In history, Heeren, Murray, Guizot, Smyth, and Macaulay; and in political economy, Mill, Hancock, Green, and Smith. Of late years great improvement has been made in composition, and Mr. Sinclair has paid the same marked attention to this important subject which Mr. Reid invariably did. In the first year's class alone, for instance, 216 essays have been written on a great variety of subjects. In our last report we mentioned that Mr. Reid had delivered a course of lectures on jurisprudence, and it will be seen that he continued the course till he left Bombay. He commenced by dictating in class a series of notes selected from Reddie's Science of Law, with modifications and additions from Rutherford's Institutes, Austin's Province of Jurisprudence, Story's Conflict

of Laws, and the introduction to Morley's Digest of Indian Cases. He then confined the attention of the students to one or two branches of Private Substantive Law, and for this purpose selected the cognate titles of Family Law and Succession. We mention these particulars in justice to an absent professor, who always showed great earnestness in his work of teaching. In Mr. Dádabhái Naorozji's report and tables of results, will be shown the work of the year in mathematics and natural philosophy in the hands of an intelligent and zealous Native professor, who has for many years devoted himself to this department. Dr. Giraud's report on chemistry, botany, and the recently introduced subject of geology, will speak for itself.

35. The awarding of scholarships was made in accordance with the results obtained by the examinations in December.

Scholarships.

The number of competitors has of late years so greatly increased that the mere examination of the written answers to questions, for the purpose of awarding to each its proper value in marks, entails great labour on the professors; and this labour sometimes, of necessity, remains to be completed after they have been daily occupied for three weeks in conducting the other duties of the examination. Thus results, which appear so simple on paper, are only arrived at, at the expense of great mental fatigue, and this not unfrequently during early hours in the morning and late hours at night, which would otherwise be seasons of relaxation. Some idea of the labour involved may be formed by our stating that there were 117 competitors for scholarships, and that each competitor had to write answers to several written questions on each of a great variety of subjects,—never less than five, and in most cases eight or nine,—the subjects for the majority of

competitors including logic, mental and moral philosophy, history, literature, political economy, mathematics, natural philosophy, chemistry, geology, and translation. Thus there were several thousand written answers to examine, previous to awarding to each its proper value in marks. As a proof of the great increase in the amount of this labour of late years, we may mention that the number of 1st year's students at the late examinations—forty-one—was greater than the whole number in the college department eight years ago. Such have been the rapid strides of education at the Elphinstone Institution.

36. The number of candidates found qualified for scholarships considerably exceeded the number of scholarships with which the Institution is endowed. Forty-seven, however, were awarded, viz. three 1st class normal, of the monthly value of Rs. 30 each; six 2nd class normal, Rs. 20 each; twelve West, Rs. 15 each; 24 Clare, Rs. 10 each; and two Gaekwar, Rs. 10 each. As the 1st class normal scholarship is the highest academical distinction which can be obtained at the Institution, we think it right to mention the names of the three students to whom these scholarships were awarded, in the order of merit :—Bálcristhna Sadáshiva, Bhairaonáth Mangesh, and Fardunji Jamshedji. The first obtained 76 per cent. of the estimated value of full answers in the studies of the year, the second 72 per cent., and the third 63 per cent. Balcrishna Sadashiva, therefore, proved himself the best man of the year. A fourth student, Harishankar Bálcristhna, obtained 61 per cent., and thus became entitled to the 1st class scholarship, but as the number is limited to three, a 2nd class normal was awarded to him. This he has since resigned on becoming an assistant teacher in the Institution.

37. As your Lordship presided over the annual meeting for the presentation of scholarships and prizes to the students of the Elphinstone Institution, which was held in the Town Hall on the 3rd ultimo, it seems almost unnecessary to state that the forty-seven scholarships alluded to were on that occasion presented to the successful competitors. In justice, however, to other successful competitors, we take this opportunity of recording that four valuable prizes were presented on the same occasion for the best essays on the four following subjects :—

I.—“The Moral and Social Causes of the Crusades, and their effects on Civilization.”

II.—“Education of the Natives in the Bombay Presidency; its Results, present and prospective.”

III.—“The Electric Telegraph; the principle of its construction, and the advantages that may be expected to result from its introduction into this country.”

IV.—“The influence of a general diffusion of scientific knowledge in dissipating superstitious notions and groundless fears regarding unfamiliar Natural Phenomena.”

38. The first prize, being Sir Erskine Perry's gold medal, was awarded to Pestonji Jahangir, who, at the time of competition, was a first class normal scholar, but is now a teacher in the Institution. For this prize there were three competitors, and their essays were all productions of considerable merit. The successful essay was a particularly able one, giving evidence of great research and much reflection. The essayist collected his materials from a wide range, and showed great judgment in selecting and arranging these materials.

39. The second prize, of the value of Rs. 250, was given by the same Native gentleman, who—as mentioned in our last report—had previously given a valuable prize for the best essay on the “Advantages of Railways.” We are not acquainted even with the name of the gentleman who has thus a second time come forward to incite his countrymen to useful mental exercise. The prize was awarded to Kaikhasru Hormazji, formerly a first class normal scholar, and now a teacher in the Institution, and we have great pleasure in recording the very creditable fact that this is the third prize which has been won by Kaikhasru within two years. The first was the Willoughby Prize of Rs. 250, “On the Observance of Truth”; the second, a prize of Rs. 150, “On the Advantages of Railways”; and the third the one just alluded to, “On the Education of the Natives.” The successful essay for this prize was a production of considerable merit, and gave proofs of great industry and of much laborious research.

40. The third, the Bell Prize, was awarded to Ardasir Framji, formerly a teacher in the Institution, but now employed in the telegraph department. There were only two competitors. The successful essay evinced very considerable research, and an intimate acquaintance with one mode of constructing the electric telegraph.

41. The fourth, the Sunderji Jewaji Prize, was awarded to Harishankar Bálcrishna, whom we mentioned in a previous paragraph as having competed successfully for the highest class scholarship, and as being now a teacher in the Institution. The style of his essay was not free from

faults, but he treated the subject in a judicious manner, and introduced many sound practical observations.

42. We have much pleasure in stating that on the occasion of the late visit to Bombay of His Highness the Rajah of Dhar, His Highness placed at our disposal the sum of Rs. 1,000 for the benefit of the Institution. The amount was invested in the 4 per cent. Government loan, and the interest will be annually appropriated as a prize to the best scholar of the year in the college department; that is, to him who obtains the highest number of marks in the different subjects of examination for the 1st class normal scholarship.

43. It is also gratifying to state that Rajashree Gunpatrao Vithul Keebay, a rich Brahmin merchant of Indore, has still more recently made a donation of Rs. 1,500 in proof of his appreciating the usefulness of the Institution. The amount is invested in the 4 per cent. Government loan, and the interest, in accordance with the wish expressed by this gentleman, will be appropriated as a prize for the best essay in one of the Vernacular languages on some subject in chemistry or natural philosophy. The prize is to be open for competition to the ex-students of the Institution as well as to the students of the day.

44. The amount of fees received during the year terminating on 30th ultimo was Rs. 13,194, being a larger sum than was ever before received during the same space of time. During the preceding year they amounted to Rs. 12,369.

45. The total number of students at the time of the

Number of Students. examination was 1,044, viz.
91 in the college department,
596 in the central school, and 357 in the branch schools.

46. In concluding our notice of the Institution, we
have to record our obligations
Obligations to Dr. Ste- to the Rev. Dr. Stevenson,
venson and Dosabhai So- and to Dosabhai Sorabji
rabji Munshi. Munshi, for their valuable and

kind assistance at the examinations. Dr. Stevenson has
ever been ready, year after year, to give assistance on
these occasions, and we cannot but regret that his recent
departure from India will deprive us of his obliging aid in
future.

POONA COLLEGE.

Establishment of Professors on April 30th, 1854.

Principal and Translator	MAJOR CANDY.
Professor of English Literature ..	REV. A. G. FRASER.
Professor of Mathematics and Natural Philosophy	REV. JAMES McDUGALL.
Assistant Professor of Vernacular Literature.	KRISHNA SHASTRI CHIPLUN-KAR.
Assistant Professor of Natural Philosophy in the Vernacular ..	KERU LAKSHIMAN <u>CHIPLUN- ?</u> <u>KAR.</u>

Sanscrit Department.

Professor of Rhetoric.....	NARAYAN SHASTRI ABHYAN-KAR.
Professor of Logic	NARSING ACHARYA OK.
Professor of Grammar	DHOND SHASTRI DENGNEKAR.
Professor of Law.....	NILKANT SHASTRI BHAT.

47. This college, it will be recollected, consists of four departments,—a Vernacular, an

Nature of the College. English, a Sanscrit, and a Nor-

mal. The course of instruction in the Vernacular is such as to give the students a critical knowledge of their mother tongue, and comprises those branches of learning which can be communicated through it. The English department consists of two classes of students, viz. those who wish to study English without combining it with Sanscrit, and those who wish to study it in combination with that language. The Sanscrit department likewise consists of two classes of students, viz. those to whom Sanscrit is the chief object, and those who study it in combination with English. The Normal department is for the special

training of a class of students in the art of teaching, so as to qualify them for becoming Vernacular schoolmasters.

48. The college funds provide 38 Foundation Scholarships, 20 Normal, and 10 Sanscrit Scholarships. Ten of the former give a monthly stipend of Rs. 6 each, and twenty-eight of Rs. 5. They are allotted to Brahmin boys of good abilities, whose parents cannot afford to pay for their education. These foundation scholars are required to study Sanscrit, the Vernacular, and English. The Normal scholarships, Rs. 5 a month each, are open to all classes of Natives, and are allotted to young men under training as masters for our Vernacular schools. The Sanscrit scholarships, Rs. 5 a month each, are allotted to poor Brahmin youths of good abilities, who are required to study Sanscrit in combination with the Vernacular. These scholarships are founded for the preservation and cultivation of the Sanscrit language. For the great object of promoting the cultivation of the Vernacular language, the college funds also provide four translation exhibitions, of Rs. 40 a month each. They are awarded after examination and public competition. The qualifications required are a critical knowledge both of English and Maráthi, a competent knowledge of Sanscrit, and ability to translate from English into Maráthi correctly and idiomatically. These exhibitioners employ part of each day in teaching, and the remainder of their time in the work of translation.

49. We are happy in being able to state that we have abundant proof of the college being in a very satisfactory state. It is making its way in the most favourable manner, and we every year become more convinced that it

Satisfactory state of College.

is destined to exert a most important influence throughout the Deccan. It is presided over by a Principal who, happily, takes the deepest interest in the Vernacular department. It has an accomplished professor of English Literature, an experienced professor of Mathematics, and two intelligent Native professors of literature and natural philosophy through the medium of Maráthi. It has also an efficient body of professors in Sanscrit.

50. The annual examination took place in December.

Principal's Report. On its conclusion the Principal prepared his report, which was laid before us in January. As the college, in its reformed state, has now existed three years, and is every day proving its claim to greater consideration, we thought it desirable to print the report entire, in the same manner as with the annual reports of the Elphinstone Institution and Grant Medical College, and we beg to submit a copy in the appendix. The general arrangement of the report and its division of subjects will be found in the table of contents. It includes separate reports by the different professors and assistant professors in the English and Vernacular departments on the subjects of their respective classes, as well as the written examination questions, specimens of answering in the English department, and tables giving the general results of the examination. The nature and extent of the examination may thus be seen in the questions of the professors, and the result in the tables and specimens of answers. We have not included the papers in the Normal department, for although they were equally satisfactory with the English, they were much too bulky for printing.

51. The report contains so full a detail of the state of

Vernacular and Normal the classes in every department
departments. of the college, that it seems

scarcely necessary to enter here into any particulars. It shows that Major Candy continues to take the same deep interest in the Vernacular department which has always characterized him. We have ever regarded this as a circumstance of the highest importance, and we are now more than ever desirous that deep attention to the Vernacular shall always be a distinguishing feature of the college; for, as a consequence of the recent increase to the annual grant, it will become necessary to augment the number of students in the Normal department of the college, that we may be able to supply the increased demand which, we trust, will arise for teachers for new Vernacular schools. It is therefore with peculiar satisfaction that we find the Vernacular and Normal departments in a most efficient state, and it gives us great pleasure to observe that Major Candy's exertions in these departments have been ably seconded by the two assistant professors, Krishna Shástri and Keru Lakshimán, who take great interest in their work. It will be recollected that the latter was formerly one of Mr. Orlebar's earliest and best mathematical pupils in the Elphinstone Institution.

52. In our last report we mentioned the recent appointment of the Rev. A. G. Fraser as professor of English Literature, in succession to Mr. Green, whose resignation we had to regret; and we are happy in being able to state that Mr. Fraser has well sustained the interests of the college, even though succeeding to a post which had been occupied by so able and successful a teacher as his predecessor. We also mentioned that the English composition of most of the students in the junior college class was unsatisfactory, and that Professor Fraser had engaged to pay particular attention to this point. This he has done

throughout the year, and with great benefit. The majority of the students show considerable improvement in composition. It will be observed in Mr. Fraser's report, that in selecting the authors to be read for lessons in literature, his choice was directed by a desire to carry on, along with the mental, other constituent parts of education : "the social, which regulates the affections and manners, and the moral, which teaches duty in order to make us good." In addition to the duties of his professorship, Mr. Fraser formed a voluntary class in chemistry, and we fully appreciate the zeal which induced him thus to undertake this additional labour.

53. It will be seen by the report on the mathematical department that the junior college class has completed a course of instruction, embracing geometry of planes, spherical geometry, spherical trigonometry, practical astronomy, analytical geometry of two and three dimensions, and the elements of the differential calculus. The senior class have gone through nearly the whole of Young's Mechanics, and have had their attention successively directed to hydrostatics, hydraulics, and pneumatics ; and in all these branches of natural philosophy very creditable progress has been made. We are happy to notice that Mr. McDougall has formed a class of the assistant teachers for an hour's instruction daily ; and as the mechanical method by which they teach arithmetic and mathematics is unsatisfactory, he proposes to commence the class with DeMorgan's arithmetic and algebra,—works, which he thinks, and doubtless with great justice, contain more of the philosophy of the science of numbers than any he is acquainted with.

54. The following table will show the number of

Number of Students.

stipendiary, paying, and free students in the college at the

close of March, exclusive of 118 boys in the Branch English School :—

No.	Departments.	Stipendiary.	Paying.	Free Students	Total number in each Department.
1	Sanscrit department ..	10	6	103	119
2	English ditto ...	38	132	167	337
3	Normal ditto ...	20	...	...	20
	Total...	68	138	270	476

ENGLISH SCHOOLS IN THE DISTRICTS.

55. The English schools in the districts are now ten in number; viz. at Surat, Rutnagiri, Ahmedabad, Ahmednuggur, Dharwar, Broach, Tanna, Sattara, Rajkote, and Dhoolia; and we have arranged our reports on these schools according to the successive dates of their establishment, commencing with that at Surat, which is the oldest we have. The schools at Rajkote and Dhoolia were established during the year under review. The total number of students in these ten schools at the close of March last was 1,078.

SURAT ENGLISH SCHOOL.

Established 1842.

Master MR. GRAHAM.

Senior Assistant Master MOHANLÁL RANCHODÁS.

Eight other Assistant Masters.

Pupils..... 365.

56. This school continues under the able management

of Mr. Graham, who has had charge of it since February 1850. There have been several changes, however, among the other teachers. Mr. Curtis, the second master, has been transferred to the charge of the English school at Ahmedabad, in consequence of the vacancy caused by the nomination of Bhogilál Pranwulubdás to be master of the English school at Rajkote and Superintendent of the Vernacular schools in Katiawar. This removal rendered it necessary to select an able man to supply the place of Mr. Curtis in the second class. We therefore nominated Mohanlál Ranchodás, one of the best Native teachers in the Elphinstone Institution, on a salary of Rs. 80. Motirám Narbairám remained in his former position as teacher of the third class, on a salary of Rs. 50. The united salaries of the next six teachers we considered it advisable to increase from Rs. 90 a month to Rs. 120, viz. two on Rs. 25 each, two on Rs. 20 each, and two on Rs. 15 each. Before making this increase, however, we thought it right to test their qualifications by a careful and searching examination; and in anticipation of these changes, we had some months previously urged them to continue their private studies, warning them that they would get no promotion without being previously subjected to examination. We therefore called upon Mr. Graham to submit them to this ordeal in October and to report the result, classifying the six teachers in the order of merit, with the view of allotting the salaries in accordance with the relative results, provided their previous conduct as teachers had given satisfaction.

57. Mr. Graham conducted the examination with much care, and forwarded to us papers containing the questions given, the values assigned, and the number of marks obtained on each subject by the different candidates, as

well as specimens of answering. The result was exceedingly satisfactory, and proved to us that the character and extent of their individual acquirements entitled them to the increase of salary. As the examination in no way interferes with the business of the school, it is to be repeated in October, so as to give the teachers another opportunity of measuring their strength against each other. In the meantime only temporary arrangements are made with regard to relative rank and pay. The result of the examination placed the teachers as follows :—

- | | | |
|--------------|---|-----------------------------|
| 1st order .. | { | Edalji Manjibhái. |
| | { | Parvatishankar Manishankar. |
| 2nd order .. | { | Otamráam Crushnarám. |
| | { | Pránnaráyan Mayáshankar. |
| 3rd order .. | { | Phirozshá Nasserwánji. |
| | { | Dhunjibhái Dorábji. |

It seems worthy of being mentioned, that the four first on the list came out of the examination in the same order as that in which they were originally selected and placed by Mr. Green several years ago as monitors. Mr. Green's estimate of their relative abilities and acquirements, therefore, must have been singularly correct; or the teachers themselves must have been very assiduous in study to have been able to maintain their respective places against competition. The two last were more recently selected. We have lately lost the services of Edalji Manjibhái, first on the list. He resigned his appointment in consequence of having been selected for the post of master of the Parsee Punchayet English school at Surat. He was always an intelligent and industrious teacher, and we feel confident he will do credit to the selection.

58. The school was carefully examined by Professor Harkness in November, and his report shows that the

school is in excellent condition, and does great credit to all the teachers. He found the number of pupils on the roll 393, and of these 353 were present at examination. This is a larger number than at any previous time. The pupils are divided into ten classes for English and general knowledge, and into the same number for arithmetic and mathematics. These are taught by the head master and nine assistants. Each class was examined in succession.

59. The 1st or highest class, taught by Mr. Graham, contained 30 pupils. Their studies in English had comprised the whole of McCulloch's Course of Reading, grammar, portions of Goldsmith's History of England, Murray's India, general geography, with a collection of introductory problems on the terrestrial globe, and political economy. In all these subjects the pupils acquitted themselves satisfactorily. In history, the subject selected was the reign of Aurangzebe, and in this, as well as on a variety of points in political economy, the answering was highly creditable. The etymology of words, and the meaning of prefixes and affixes, were also accurately explained. In mathematics, Mr. Graham's class is divided into three divisions. The studies of the 1st division comprised Young's Differential Calculus to the end of maxima and minima; Young's Analytical Geometry—straight line, circle, ellipse, hyperbola, and parabola; Hart's Mechanics, to the end of parallel forces; spherical trigonometry with some of its applications. 2nd division—Young's Algebra to the end of logarithms; Chambers' Plane Geometry, six books, with exercises; conic sections, ellipse, hyperbola, and parabola, *geometrically*, from Rutherford's Course; plane and spherical trigonometry, with their practical applications. 3rd division, algebra to the end of quadratic equations; Chambers' Plane Geometry, six books; Young's

Plane Trigonometry. Each division was examined partly by written questions, and partly *vivâ voce*, and the questions set to the 1st division were solved by a great majority of the class. Mr. Harkness, in concluding his remarks on this class, says :—"This will be sufficient to show that mathematical science is successfully cultivated, and that its practical applications have been carefully attended to. It will be observed that conic sections are taught *in the first instance geometrically*,—a plan which I consider most judicious, both as calculated to ensure a more thorough comprehension of the principles, and as being at the same time a mental exercise of a higher order. This remark applies only to the *introduction* to the study."

60. The 2nd class, taught chiefly by Mr. Curtis, contained 34 pupils. Their studies in English have comprised portions of McCulloch's Course of Reading, Murray's British India, and Goldsmith's History of England. The result, upon the whole, was satisfactory. In the history of India, in particular, the pupils were exceedingly well prepared. In mathematics the studies had comprised six books of Euclid, with exercises, quadratic equations, and plane trigonometry. The class acquitted themselves very creditably. "Of two quadratics proposed to the 1st division, correct solutions were given by all but one, each time. The geometrical problems seemed to be understood by all. Some of the boys had a difficulty in expressing themselves in English, but on resorting to Gujarâti, they demonstrated the propositions satisfactorily."

61. The result of the examination of the other classes was, upon the whole, satisfactory. There were exceptions, however, in one or two of the classes, in which the appearance was not so creditable. Mr. Harkness, however, remarks :—"It is probable, too, that the boys acquitted

themselves at the examination considerably worse than usual, as the bad effects of the *habit of precipitancy* would be brought out more conspicuously by the love of display, with which it is not unfrequently accompanied, and which would naturally be excited by the occasion."

RUTNAGIRI ENGLISH SCHOOL.

Established 1845.

Master..... RÁMCHANDRA DINÁNÁTHJI.

Pupils..... 45.

62: No change has taken place in the management of this school since the nomination of the present master in 1847. It is divided into two departments, the English and mathematical, both containing five classes. The English studies of the 1st class during the year comprised grammar, etymology, and portions of McCulloch's Course of Reading, Chambers' British Empire, Marshman's History of India, Murray's History of India, and Chambers' Geography and Natural Philosophy, with exercises in translation from Maráthi into English. In mathematics the class had studied the first four books of Euclid, and algebra to quadratic equations. The school was subjected to a careful examination on four successive days, in February, by Mr. Baker, Superintendent of Schools in the 3rd Division, and the result was creditable both to master and pupils, comparison with the results obtained at the examination the previous year showing a decided improvement. As we mentioned in our two last reports that we were not quite satisfied with the work of translation, it gives us pleasure on the present occasion to state that this important subject has been more generally as well as more successfully

taught. Geography, however, has not been equally well attended to. The Superintendent was decidedly of opinion that upon the whole the present state of the school is an improved one. At the public examination on February 10th, the European and Native officials were nearly all present, as well as most of the influential Natives, and they all commended the exertions of the master, and expressed their satisfaction with the state of the school. Mr. Coles, the Collector, kindly presided on the occasion; and in Mr. Tucker, the Senior Assistant Judge, the inhabitants are most fortunate in having among them a gentleman who has long taken the deepest interest in education. In Dr. Maitland, the committee have been deprived of the services of a Secretary, who for several years took much interest in the well-being of the school.

AHMEDABAD ENGLISH SCHOOL.

Established 1846.

Master.....MR. CURTIS.

Assistant Master..... MĀHĀDAYRAO NARSING.

Pupils..... 162.

63. At the time of our last report the master of this school was Bhogilāl Pranwulubdās; but on his being selected for the appointment of master of the English school recently established at Rajkote, and Superintendent of the Vernacular schools in the province of Katiawar, Mr. Curtis was nominated to succeed him. Bhogilāl Pranwulubdās left Ahmedabad to assume charge of his new duties in August, and from that date the school remained in charge of the assistant master till Mr. Curtis joined in November. The number of pupils is increasing. In our

last report the number mentioned was 125. At the time of the examination there were 177. At the close of March, however, this number had fallen to 162. The school was carefully examined in January by Mr. Graham, Superintendent of Schools in the 2nd Division, and the result was tolerably satisfactory. It is divided into eight classes, the highest containing twenty-nine boys, the lowest twenty-five. The English studies of the highest class during the year comprised portions of Murray's History of British India, McCulloch's Course of Reading, Clift's Political Economy, grammar, geography, and etymologies. The mathematical studies were six books of Euclid, algebra as far as quadratic equations, and plane and spherical trigonometry.

64. The Superintendent makes the following remarks on the 1st or highest class :—"The upper half of this class is composed of some of the best and some of the worst men who were in it last year, and the lower half almost entirely of such as have been admitted into it from the 2nd class since that time, and who do not appear to have profitted much by their promotion. In order to produce a class, composed of boys so disproportioned in regard to attainments as this one is, in a presentable state at an annual examination, it must have enjoyed throughout the year the uninterrupted assistance of a teacher in whom patience, industry, experience, and skill were all combined. This privilege was denied to the class in question, as the teaching of both the 1st and 2nd classes, in addition to the general management of the school, devolved upon the assistant master, Máhádavrao, during the interval that elapsed between Bhogilál's departure for Katiawar on the 20th August last, and Mr. Curtis' arrival in Ahmedabad in the middle of November following. Besides, a succession of teachers is not usually favourable to the progress

which a class, constituted as this one is, should make within the course of a year, as each in his turn must make himself acquainted with the capacities and acquirements of the different members of the class before he can exactly accommodate his instructions to their respective wants. As a whole, therefore, the class fell considerably short of what might have been expected from it under more favourable circumstances ; yet some of the upper boys (who figured so well at last year's examination) though nearly the whole of their time had, of necessity, been occupied as teachers during the period Máhádavrao had charge of the school, made a very respectable appearance this year again, especially in geography, Latin and Greek etymologies, Indian history, and mathematics. Their answering in McCulloch's Course of Reading and Clift's Political Economy did them less credit."

65. The 2nd class, Mr. Graham remarks, "has had the full benefit of Máhádavrao's teaching during the year, with the exception of the interruption already noticed, when he was able to bestow upon it only a very partial attention. The parsing and explanations of passages from the Series of Lessons were in the majority of cases good, but some boys had to be occasionally allowed the free use of the Vernacular before they could make themselves distinctly understood. In Green's Phrases, and the 2nd part of Marshman's History of India, the answering was flip-pant, and the failures few, even towards the lower end of the class. In mathematics they have read elementary algebra as far as quadratic equations with the usual success, and made up very carefully all the problems and theorems of the 1st book of Euclid. Simple deducibles have not yet attracted their attention, but are to be introduced immediately. I quite agree with Mr. Curtis in the belief that the English acquirements of several boys in this class are

equal to those of the boys composing the second half of the 1st class. Indeed, the numbers in this latter class might be increased to 40 from the 2nd class, without augmenting the difficulties with which the master will in any case have to contend in teaching it."

66. The remaining classes are taught by monitors. Mr. Graham remarks, "that the improved state of the numbers, and the progressive character of the studies in the different classes, are considerations equally favourable to all the parties who have in succession directed the operations of the school since last examination, and now that the school has become subject to European control, its continuous prosperity in future may, I am inclined to think, be looked forward to as a matter of certainty."

AHMEDNUGGUR ENGLISH SCHOOL.

Established 1848.

Master..... Mr. A. J. DA SILVA.

Pupils *..... 63.

67. No change has taken place in the management of this school since it was first established. In March it was carefully examined by the Superintendent of Schools in the 1st Division, and the result was satisfactory. This was attributed by the Superintendent to the zeal and assiduity of the master, and to the vigilant and judicious superintendence of the local committee.

68. The school is divided into six classes for English studies, and into five for mathematics. The English studies of the 1st or senior class comprise portions of McCulloch's Course of Reading, Clift's Political Economy, Chambers' History of the British Empire, Taylor's Ancient History,

Latin roots and derivations, composition, and general geography. The answering on these subjects afforded much satisfaction. The mathematical examinations of the class were also satisfactory. The only defect noticed in this class by the Superintendent was that some of the boys could not give idiomatical translations of what they read. The general result of the examination of the other classes was also favourable. The public examination was held in the Adalat on 28th March, and was attended by a considerable number of European and Native gentlemen of the station. Mr. Woodcock, who has for several years taken much interest in the school, was kind enough to preside and distribute the prizes.

DHARWAR ENGLISH SCHOOL.

Established 1848.

Master..... GOVIND LAXIMON.

Pupils 47.

69. In our two last reports we were compelled to express dissatisfaction with the state of this school. As the inhabitants, however, defray a considerable part of the expense incurred in supporting it, we considered them entitled to much consideration. We therefore decided on giving it a further trial, and on placing it under the management of a new master. We accordingly, on the recommendation of the Principal of the Poona College, appointed Govind Laximon, the senior assistant teacher in the college, to the situation. He bore the character of being a good mathematician, and a man of great steadiness of character and correctness of conduct. Great confidence may therefore be placed in him, that he will perform his

duty diligently, and we trust he will succeed in retrieving the character of the school. He joined his appointment in January. In March the school was examined by Mr. Baker, Superintendent of Schools in the 3rd Division. He found the classes in much the same stages of advancement as in the previous year, but they appeared already to be in a somewhat better state of discipline, and they included twenty-five boys who did not belong to it when last examined. The Superintendent says:—"The present master has so very recently taken charge of the establishment, that I am incompetent as yet to speak with any precision about him. He appears, as far as I could discover in one visit, to be a zealous teacher, and to have already made a favourable impression in the place. He takes also a lively interest in a girls' school which has been recently established there, and these points argue well in his favour. I pointed out to the master whatever I saw wanting to make the studies of the school profitable; and strongly urged upon him the advantages of giving a proper solidity to the basement of his teaching. For the next five or six months I shall be a frequent visitor at Dharwar to look after my schools there, and this one will on these occasions be anxiously inspected."

BROACH ENGLISH SCHOOL.

Established 1849.

Master.....KÁVASJI EDALJI.

Pupils 65.

70. No change has taken place in the management of this school since it was first established. It was carefully examined in December by Mr. Graham, Superintendent of

Schools 2nd Division. He found a diminution in the number of pupils to the extent of sixteen, as compared with the previous year, and he was unable to account for this. The classes, in consequence, had been reduced from five to four ; the highest containing twenty-five boys, the lowest fifteen. With the exception of the disagreeable feature of diminished numbers, we have no reason to be dissatisfied with the state of the school.

71. In our last report we mentioned the studies of the 1st class, both in English and mathematics. These we need not repeat, as the subjects prepared by this class for the year's examination very much resembled, both in character and extent, those in which the same class was examined the preceding year. The changes to which the composition of a class may be subject in the course of a year, in consequence of the withdrawal of pupils from the school, very often render a simplification of studies unavoidable, so as to meet the wants of the new comers, and satisfactorily account for a class being found in nearly the same condition at two consecutive annual examinations. In the course of his report on the school, Mr. Graham makes the following remarks :—" The answering, both in the Course of Reading and in history, was of a generally intelligent character throughout the class. Several of the boys, indeed, particularly in the histories, answered nearly all the questions that were given, and in so off-hand and ready a manner as indicated a degree of familiarity with the subject equally creditable to their own industry, and to the skill of their teacher. In mathematics, also, the accuracy with which some of the more intricate analytical formulæ of plane trigonometry were investigated, and modified so as to become adapted to logarithmic computation, was equally gratifying, as of course it should have

been, this being the only mathematical subject to which the attention of the class had been directed during the year. Should an examiner, however, make it his business to find fault with a school, which is seldom a difficult thing to do, he might, perhaps, object to the extent to which Kávasji avails himself of the Vernacular in communicating his instructions to, and receiving his explanations from, his highest classes, as it lessens their opportunities of practising speaking the English language. But conformity with the principle of facilitating the pupil's progress, by removing, or at least smoothing down, the greater difficulties that may obstruct his way, would sanction this practice, and make it objectionable only when it appeared to proceed from a disposition on the part of the teacher to suit matters to his own ease and convenience, rather than from a desire to adopt whatever medium of communication might seem most calculated to promote the objects and interests of his pupils—a charge to which I do not consider Kávasji liable. The 2nd, 3rd, and 4th classes are chiefly taught by the monitors, being subject to frequent examinations by the master himself, and are all in a more or less satisfactory state, according to their different standings and periods of study."

TANNA ENGLISH SCHOOL.

Established 1851.

Master..... JAHÁNGIR HORMAZJI.

Pupils..... 99.

72. No change has taken place in the management of this school since its establishment in 1851. In our last report we mentioned that we were not quite satisfied with the manner in which it had been conducted, as the master

had been pushing his classes forward without due regard to the necessity of grounding them thoroughly on a sound elementary basis. It became evident that the rudiments of grammar and geography had been hurried over with imperfect attention, and that the translations from Maráthi into English were in consequence defective. We adopted such measures as seemed necessary for correcting this state of matters, and we are happy to say that great improvement has taken place. In December the school was subjected to a careful examination by Mr. Baker, Superintendent of Schools in the 3rd Division, and the result was very satisfactory. The studies are divided into two divisions, one for English grammar, geography, history, and translation from Maráthi into English; the other for mathematics. Each division contains six classes. The number of boys present at the examination was 87. Mr. Baker says:—"A very marked improvement appears to have been made during the last year in English grammar and geography, and these subjects seem now to be attended to with much carefulness, both by the master and his pupils. The writing, also, of the school, has much improved. The information of the pupils on other subjects is becoming more solid and useful. The reading of the classes, as was the case last year, is remarkable for correctness of pronunciation."

73. At the distribution of prizes, Mr. Keays the Judge, Mr. Rose the Collector, and other European gentlemen were present, as well as the most influential portion of the Native community, and all seemed to concur in commending the diligence of the master.

SATTARA ENGLISH SCHOOL.

*Established 1852.**Master* VISHNU MORESHWAR BHIRE.*Pupils* 100.

74. In our last report we mentioned the circumstances which led to the establishment of this school in December 1852. It remains in charge of the same master. For the purpose of ensuring, as far as possible, its efficient management and control, the Commissioner, at our request, formed a local committee, consisting of himself, the First Assistant Commissioner, the Civil Surgeon, Rao Bahadoor Principal Ameen, Untajee Narayan Mootalik Jaghirdar, Keshavrao Krishna a Government pensioner, and Nanabhai an intelligent writer in the Commissioner's office, who was educated in the Government English school at Surat, the latter being also secretary to the committee. We have reason to believe that the school is in every respect going on well, and on the testimony of the Commissioner we are enabled to say that the progress and attendance of the scholars are very satisfactory. The secretary to the committee has also stated that the inhabitants of Sattara appear to be sensible of the benefits of education, and that every month brings an increase to the number of pupils. At the date of our last report, the number of boys was 75; this number has now increased to 100. The school was carefully examined in October by the Superintendent of Schools in the 1st Division, and the result was very satisfactory. The number of boys on the register at that time was 107, and of these 99 were present. The school is divided into five classes, both for English and for

mathematics. The English studies of the senior class, consisting of twenty boys, had comprised portions of McCulloch's Course of Reading, British Empire, grammar, general geography, and translation from English into Maráthi. The Superintendent states that the "readiness and accuracy with which the boys, particularly of the two senior classes, under the immediate tuition of the head master, answered the different questions put to them in history, geography, grammar, and arithmetic, were highly creditable both to the master and pupils. The circumstance which pleased me most was, that the senior boys translated their lessons from English into Maráthi with an ease and correctness that showed that the boys perfectly understood what they had learnt, and they likewise gave the meaning of separate Maráthi words in English, and of English in Maráthi, most accurately." The Superintendent further states that great praise is due to Vishnu Pant for raising the school in so short a period to its present satisfactory condition. A public examination of this, as well as of the Vernacular schools, was held in the Adálat on the 8th of October, in the presence of Mr. Ogilvy, the Commissioner, who kindly distributed the prizes which had been awarded.

75. In the course of the year, the school was also visited by our President, who passed a day at Sattara on purpose. He was accompanied by Mr. Burgess and Mr. Wood, two American Missionaries. Mr. Burgess was kind enough to examine the school, and expressed himself satisfied. Mr. Warden, also, was much pleased, and particularly with the evidence which was afforded of the same pains having been taken with the lowest as with the highest class. All the boys seemed to understand what they read and were talking about.

RAJKOTE ENGLISH SCHOOL.

*Established 1853.**Master*..... BHOGILÁL PRANWULUBDÁS.*Pupils*..... 55.

76. Having in a previous part of our report mentioned particulars connected with the establishment of this school, we have but little add in this place. It was opened on 17th October, the number of boys admitted that day being 36. This number increased in March to 55. We have reason to believe the school to be going on well, and we hope in our next report to be able to give a satisfactory account of its working.

DHOOLIA ENGLISH SCHOOL.

*Established 1853.**Master*..... NÁRÁYAN BALÁL.*Pupils*..... 77.

77. Having in a former part of our report mentioned the circumstances which led to the recent establishment of this school, we have but little to add in this place. The school was opened in November last by Náráyan Balál, who had been selected as master. In January it was examined by the Superintendent of Schools in the 1st Division. He found 82 boys present at the examination. Their progress was quite equal to what could have been expected in so short a time, and the Superintendent was well satisfied with the exertions and general management of the master. The Revenue Commissioner was kind enough to preside at the examination, and he expressed his satisfaction at the

progress which had been made, and considered the result creditable to the teacher. We hope in our next report to be able to give a satisfactory account of its further working.

GOVERNMENT VERNACULAR SCHOOLS AT THE PRESIDENCY.

78. These schools are seven in number, viz. four Maráthi, two Gujeráti, and one Hindustáni. The total number of pupils at the annual examination in December was 474. The schools remain under the superintendence of Mr. Harkness, by whom they were very carefully examined towards the close of the year. With the exception of a small Maráthi school, they were in a satisfactory state.

79. We have more than once expressed our opinion that the aid of Government might safely be dispensed with in imparting what is strictly called *primary instruction* at the Presidency. Our Vernacular schools find pupils merely because we insist on a certain proficiency in the Vernaculars as a qualification for admission into the Elphinstone Institution; and so great has become the eagerness for admission, that the amount of proficiency required might no doubt be safely left to private enterprise. Notwithstanding this opinion, however, we have refrained from closing these schools, for we ascertained that so great and sudden a change would be very distasteful to the bulk of the Native community; and in deference to their wishes and feelings we decided on retaining them. It was then proposed to place them on a different footing by incorporating them with the branch English schools, each of which would then consist of an English and Vernacular department. It has been found impracticable, however, to carry

out this plan to the full extent we intended. The schools, therefore, remain on their original footing, and will probably continue so till the time arrives for leaving preliminary Vernacular instruction in the hands of private teachers. Events are already taking place which will gradually lead to this. Several private preparatory schools have lately sprung up. One or two are Maráthi, but most of them are Gujeráti, all the masters and a great majority of the pupils being Parsis. The following statement by Mr. Harkness shows that the great object in resorting to Vernacular schools is to make them a stepping-stone to the Elphinstone Institution. He says :—" An agreement is generally entered into between the master and parents, that a certain sum of money shall be paid to the master on the pupil's passing the examination for admission into the Elphinstone Institution. I have no means of ascertaining the average length of time they are under instruction, but it seems to be the general impression that it is considerably shorter than in the Government schools, though this has been considerably reduced of late. Consequently, this mode is generally adopted by those who are able and willing to pay the requisite amount."

VERNACULAR SCHOOLS IN THE DISTRICTS.

80. These schools, with the exception of those in Katia-war, are arranged in three divisions. The 1st division comprises the schools in the collectorates of Poona, Ahmed-nuggur, Khandesh, and Sholapoor, and in the province of Sattara. The 2nd division includes the schools in the collectorates of Surat, Broach, Kaira, and Ahmedabad ; the 3rd division those in the collectorates of Tanna,

Rutnagiri, Belgaum, and Dharwar. In the appendix will be found a return of the number of these schools in each division—when and where established—estimated population of the town or village—number of pupils, both as borne on the register, and as actually present at the examination—name, caste, and salary of the master—length of his service—date of examination—and brief remarks on the state of each school. Each division is provided with a Superintendent, who annually inspects every school it contains. Thus all our schools are subjected to that vigilant control so essentially necessary for keeping them in an efficient state. The total number of scholars in these schools at the close of March was 14,832.

FIRST DIVISION.

81. This division remains under the superintendence of Māhādeo Govind Shāstri, who was selected for this appointment in April 1852. He continues to perform his duty with earnestness and zeal. During the year under review he visited and carefully examined 130 schools, including 59 village schools in the Purandhar districts of the Poona collectorate. He has been engaged in travelling through his extensive division nearly the whole year. He has recently submitted his annual report, containing minute details on the state and progress of the schools, as ascertained by personal inspection. The general result of his examinations was very satisfactory. There was not only a considerable increase in the number of boys, but also a marked improvement in the acquirements of the majority. The Superintendent says, that while a gradual improvement was perceptible in all the schools, there was still greater progress in the best than during the preceding year.

82. In our last report we mentioned the measures we had adopted for removing the most incompetent of the teachers, and for supplying their places with well qualified men. In every instance in which this step has been taken, the result has been most beneficial. Thus the schools at Malligaum, Juneer, Násik, Indapur, Nos. 1 and 3 at Ahmednuggur, and No. 1 at Poona, are in a far better state than they ever were before, and with those at Dhoolia, Akoleh, Zaikera, and Puntambe, are some of the best in the division. The largest school is the one at Násik, which contains 257 boys. It is also admirably managed by Laximon Narsing, the master. The Superintendent says :—"The boys of the 1st division of the 1st class read correctly and distinctly, and gave very satisfactory explanations of what was read. Great proficiency was attained by the boys in grammar, geography, and Maráthi history, and their knowledge of algebra and geometry, in which they had gone as far as quadratic equations, and 60 propositions of Hutton, was such as to show both care and skill on the part of the head master, Laximon Joshi, whose zeal and diligence led the Board to promote him from the assistant mastership to mastership in the month of August last. Their penmanship and dictation were also good. The boys of the 2nd and 3rd divisions of the 1st class, taught by Rámji Náráyan Shástri, whom I had the pleasure of appointing as assistant in the place of Laximon Joshi, passed a very searching examination in almost all the branches taught. Ráoji Shástri was a stipendiary student in the normal department of the Poona College, but his health not being equal to complete the whole course of that department, he was obliged to resign his scholarship, and take an assistant mastership in this school. He is a talented and very intelligent young man, and seems to have his heart in his

work. The classes, which are taught by monitors, not only showed that they understood their respective lessons correctly, but answered to my astonishment almost every question that was asked in connection with the signification of words and sentences. They also displayed much skill in mental arithmetic. There are two classes learning English. The 1st class, which contains 11 boys, has finished the whole of Second Reading. They read fairly, with the exception of two boys at the bottom of the class, and can give correct translations of what they have learnt. The 2nd class boys, 30 in number, have read a few pages of the First Reading, and can give the English words for almost all the members of the body. This class is taught by Krishnáji Rámchandra, recently appointed by me as monitor in this school. He is a young man full of zeal and energy, and seems to take much pains to improve his scholars. Everything, in fact, about this school, is indicative of a right spirit in education. The admirable discipline, the selection of books, arrangement of classes, adoption of new and improved methods, and constant and active supervision on the part of the head master, all conspire to raise the character and efficiency of this excellent institution."

83. The school at Malligaum contains 129 boys, and is in a very efficient state. The Superintendent says:—"This well built school is in a very hopeful condition, and does great credit to its able and diligent master, Bálcrishna Bábji, who seems to take a lively interest in the improvement of his pupils. The number of boys in the school at my last visit was 83, which has now increased to 129. The boys of all the classes looked very happy, and seemed to love their studies. The reading and explanation of the first three classes were good, and the answers returned by the boys of the first two classes in Dádobá's grammar

were indeed surprising. In algebra and geometry the first class boys sustained a pretty close examination, and a circumstance which pleased me much was that the little boys of the lower classes displayed much skill in mental arithmetic. In the first class there is a blind boy, of the name of Laximon Rámchandra, who can multiply nine or ten figures above and below, and can work examples in algebra. There are fifteen boys in this school learning English. They have finished McCulloch's First Reading Book, which they read tolerably well for the time."

84. Of the school at Juneer, the Superintendent says :—"Excellent order is preserved throughout the school, without any undue severity. The boys in the first two classes read and explained remarkably well, worked sums in algebra correctly, were well grounded in grammar, and showed intimate acquaintance with the maps of Asia, Europe, and Africa. Their answers in history were both correct and ready, and they were taught the first two chapters of Conversations on Natural Philosophy with the utmost care. The other classes also showed some advancement in their respective studies, and the boys of the 6th class afforded me the highest satisfaction, by returning very pleasing and intelligent answers to almost all the questions put to them at the time of examination. The good tone, the proper discipline, and the most efficient instruction in this school, speak very powerfully in praise of the honest ability of the master, Náro Bálcishna, who is a young man of unaffected intelligence and energy, and knows very well how to move and govern the minds of his pupils. In addition to their Maráthi studies, the 1st class boys have learned 40 pages of Rudiments of Knowledge in English, which they read tolerably well, and translated correctly. They have also learned 20 pages of

Reid's Grammar, and can well distinguish the parts of speech."

85. In the course of his tour the Superintendent visited the recently established schools in the Sattara province, and he says :—" I did not confine my attention to the mere examination of the schools (then in existence) at Wai and Sattara, but endeavoured to diffuse among the people a knowledge of the new educational plan which the Board have adopted in establishing schools in that territory, and to explain the advantages to be derived from such a plan. In my conversations with the people I was very sorry to find that a majority of them entertained very wrong notions regarding the important subject of education, and consequently could not readily comprehend the great assistance which the Board have kindly agreed to give them, in supplying their schools with better teachers. The prevailing notion is that 'anybody can be a schoolmaster.' As this notion is highly prejudicial to the self-supporting system, I took great pains to correct it, and to convince the people that the art of teaching is the most important and most difficult of all arts. When I directed their attention to the various capacities, tastes, and tempers of their children collected in a school, and made them feel that the object of the school is not only to instruct the children in various branches of knowledge, but to repress bad passions, and at the same time to develop the better feelings of the heart, they themselves acknowledged that to effect all this great skill is required, and that an inexperienced man, who has not learnt the art of teaching, will never be able to manage a school properly. After I saw them convinced of the fact, I tried to make them sensible of the benefits which the Board are conferring upon them by supplying their schools with good teachers, upon whom

the whole success of schools depends, and of the great expense they undergo for keeping up the normal class for training them. How far I have succeeded in gaining my object will appear from the manner in which the requirements of the Board's new regulations have been complied with by the inhabitants of Wai, Bijapur, Pandharpur, Kurar and Sattara, and from the number of fresh applications that been lately received for new schools."

86. The total number of boys in the Vernacular schools in this division, at the time the Superintendent sent in his report, was 6,531, including 1,757 in the village schools of the Purandhar districts of the Poona collectorate. This number shows a very considerable increase on the previous year.

SECOND DIVISION.

87. This division, embracing the schools in the collectorates of Surat, Broach, Kaira and Ahmedabad, continues under the able superintendence of Mr. Graham, who was nominated to this duty in June 1850. During the past season he made his annual tour of inspection, and he has since forwarded a valuable report, embodying minute particulars on the state of each school, as ascertained from personal examination. The general result was exceedingly satisfactory. There is, indeed, a very marked improvement in the state of these schools, and we attribute the change to the gradual nomination of better teachers, and to the vigilant superintendence of Mr. Graham.

88. The best schools in the division are those at Surat, Nos. 1, 3, and 4; those at Nariad, Kaira and Kapadvanj; Nos. 1 and 4 at Ahmedabad, and the schools at Danduka and Mehmedabad. The worst are the schools at Orpad

and Anklesar. The largest is the one at Nariad, containing at the time of examination 277 boys. No. 1 at Ahmedabad has also a large number, 240. The former is the largest Vernacular school we have, excepting No. 2 at Rutnagiri, which has 285 boys.

89. The following remarks by the Superintendent on the attainments of the higher classes in the school No. 4 at Ahmedabad under Lálbbái Rupráám, whom we have in previous reports mentioned as one of our most industrious and able masters, will show the extent to which instruction is carried in one of our best schools :—"The mathematical and historical courses in the 1st class are both tolerably extensive, the former including the whole of Hutton's Geometry, algebra to quadratic equations inclusive, the solutions of the three cases of plane trigonometry, and a good deal of the mensuration of surfaces and solids ; and the latter Mahomedan India, Máháráshttra, a synopsis of England, and something of the ancient histories of Greece and Persia : this whole course, with grammar, geography, &c. has been taught with considerable judgment and care. In short, the studies and acquirements of the higher classes here would do credit to the higher classes of many English schools."

90. The general character of the masters in this division may be appropriately given in the Superintendent's own words :—"Eight of our masters received the principal part of their education in the normal class, which, while it existed, was connected with the Elphinstone Institution, and of these, six are turning out very valuable teachers—teachers who are labouring with equal zeal and industry in the acquisition of knowledge for themselves, and in its diffusion among their pupils. We have, again, nine masters who have received an English education, but of these only four have as yet had any considerable experience in

teaching. All of them, however, have acquired early habits of reading and thinking, in their connection with the English schools, which may be expected to exercise a beneficial influence on their future career as schoolmasters. Compared with the normal class men, they are in general inferior as Vernacular scholars, but their English scholarship is more than a fair compensation for this inferiority, affording them, as it does, great advantages in the further prosecution of their studies. As their attention, moreover, will now constantly be directed to the Vernacular, they may, in time, rival the normal class men, even in their own element. Of the remaining nineteen masters, eleven are old men, whose greatest merit is to be found in the largeness of their schools, some of them numbering 240 pupils, others 150, 120, and so on. The other eight masters received their education in the *Vernacular* schools themselves, and, with two exceptions, none of them are receiving a higher salary than Rs. 10 a month; and though their early opportunities of instruction have been so unfavourable, some of them appear determined not to suffer themselves to be distanced in the competition for a higher degree of literary distinction than has hitherto prevailed among the schoolmasters of Gujarát, and which is daily growing stronger among all our more modernly educated men. Of these the most successful in their efforts hitherto have been the young men of Ahmedabad No. 3, Matur, Dholka, and Dholera."

91. Mr. Graham has introduced an excellent system of conducting the examination of the schools through the instrumentality of the teachers—a measure which operates successfully in stimulating these teachers in the work of self-improvement. We will describe it in his own words:—
 "I have been for a long time endeavouring to introduce

the practice of making every master examine his own classes at these annual examinations, and have to a very desirable extent succeeded, especially with the normal class and English schoolmen. This practice was at first, for other reasons than its novelty, universally unpopular, and it is still so with nearly all the old men, who are strongly opposed to all such innovations, and whom usage itself I fear will not reconcile to it. I know of no plan more effectual than this in compelling the masters to make themselves thoroughly acquainted with all the class books used in their schools—a result most desirable of attainment, as without it the master must always be in a great measure unable to make the lessons sufficiently interesting and intellectual exercises to excite the curiosity of his pupils, the most direct way in all cases of instilling into them habits of thinking and inquiry. The mode, then, in which these examinations are usually conducted, is this, viz. the course read by the highest classes for examination is first ascertained, and different sections from it are selected, on which the Mehtaji is required to examine them without any reference to books whatever, whether the subject be history, biography, lessons on morals, science, &c. interfering myself only occasionally to draw attention to omissions and defects, whether in the questions proposed, or the answers given to them, and recurring to the old system of examination in all cases where the Mehtajis themselves break down in this, to them, trying ordeal. Should the Mehtajis, therefore, dread the consequences of failure in what they know will be expected from them,—as all who have already acquired some reputation, and all who are anxious to acquire some, most certainly will,—they will labour assiduously to fit themselves for the requirements of these annual examinations ; and this is all we want from them, as their

assiduity will generally secure their success, as it has already done in the cases of Lálbhái, Ganpatráam, Govindrám, and several others who examined their classes this year before crowded houses in biography, history, grammar, geography, and science, so far as these subjects had been studied, with equal ease and ability."

92. With regard to the improving state of the schools, we beg to quote the following remarks:—"The intellectual progress realized in these schools during the past year, though confined within moderate limits, has been more than usually satisfactory, as I trust has already appeared to the Board from the remarks accompanying the printed forms in which all particulars bearing upon the schools separately, have been fully detailed. It will therefore be sufficient here to add that this improvement consists, not so much in the extensions of the courses of history and science which have really been introduced with advantage into some of our best schools, as it does in the more intelligent method of teaching the courses of former years which is now very generally beginning to prevail, and which was easily recognizable this year from the style in which several of the masters were able to conduct their own *visá voce* examinations, as, had they not read up the course industriously beforehand with strict attention to the sense, their attempts at *visá voce* questioning without reference to books, on those public days, must have proved total failures. This I consider a very commendable element in the progress alluded to, much more so than a simple extension of the studies, as these might be carried to extravagant lengths, and the teaching still continue to be of the most mechanical description, unless the master belonged to that class of teachers who always aim at making their instructions exercises for the intellects of their pupils."

93. In our last report we mentioned that we had removed several of the incompetent masters in these schools, and that as soon as we could procure the services of a sufficient number of thoroughly qualified men, we intended to carry out completely the late measure we had adopted for getting rid of every man who was not fully equal to his work. We have recently removed the incompetent master at Omreth; but the following remarks by the Superintendent will show that the demand for educated men in various directions has been so great as to render it impossible at present to weed the division as completely as we could wish:—"At present there is no immediate prospect of my being able to find competent successors for the old men who are to be discharged on the receipt of certain stipulated gratuities. These mehtajiships present no attractive points to young men of fair abilities and education, especially as the demand for lads of this description for other more eligible employments is now daily increasing: *e. g.* within the last two years we supplied Colonel Goodfellow with six candidates to form a class in connection with his office, for training assistant surveyors and builders for the public service, who have all lately passed with distinction the examinations required from candidates destined to serve in those departments, and are now attached to different stations in the Presidency, on monthly salaries of Rs. 60 each. Shortly after the establishment of the Colonel's class, we supplied seven teachers for the educational service in Katiawar, of whom five receive Rs. 50, and two Rs. 25 a month each, so that between the surveying and building departments, education in Katiawar, and the junior master-ships of our own schools, which are also of very recent establishment, and much valued by those who hold them, (independent of occasional vacancies of minor importance

in other quarters, which we have provided for,) twenty of our pupils have been selected to fill situations, honorable and lucrative in a far higher degree than mehtajiships either are at present, or are likely to become."

94. It is satisfactory to find that the measures adopted for the removal of incompetent teachers, and for the nomination of well qualified successors, is being attended with the benefit we anticipated. In his remarks on the school at Ahmode, for instance, the Superintendent says:—"One feels much more pleasure in examining' this school now than formerly, when it was under the management of old Nárbbhairám Jayshankar, a man who possessed nothing of the abilities, habits, or inclinations of a teacher. Bhowáninand exercises the understandings as well as the memories of his pupils, so that their studies have become more attractive and interesting to them than they ever could have proved under his predecessor, both because of his neglecting to direct the attention of his classes to the meaning of their lessons, and his inability to explain such difficulties as the more intelligent and inquiring lads of his school occasionally pointed out to him; but though reformation has been successfully commenced, it is far from being complete, and the master has yet to make great exertions before he can bring his school up to that degree of perfection which I expect from him, and that is, to raise it intellectually to a level with the first schools in this division. Nothing less than this can be considered satisfactory from a man who was himself a pupil in the Surat English school for about five or six years, and who both saw, and profited so highly, as Bhowáninand did, from the manner in which operations have always been conducted there."

95. All the newly appointed masters are giving great satisfaction. For instance, in reporting on the school No. 1

at Surat, Mr. Graham says :—" Tripuráshankar Mánishankar assumed charge of this school in March last, in consequence of its former master Durgárám Manchárám having obtained a more lucrative situation in Katiawar. Having on many former occasions spoken highly of Tripuráshankar's merits as a teacher, I gladly avail myself of this opportunity of bringing to the Board's notice a fact which fully and satisfactorily demonstrates the truth of all I have ever said in his behalf, viz. that within the eleven months he has had charge of this school he has secured a larger attendance, by about 51 pupils, than was Durgárám's maximum at any time within the last four or five years. This success reflects the more credit on Tripuráshankar, as from the very day he assumed charge he was deprived of the co-operation of Durgárám's well-qualified and experienced assistant master, who was removed to the Ránder school, and succeeded in his old appointment by a mere school-boy. The contents of the accompanying table show that in other respects the classes have been well attended to, while the admissions into the English school have been 43 ; facts which, when put together, will, I doubt not, convince the Board that this man has well deserved the encouragement which, in the shape of increased pay, he received on his promotion to this appointment."

96. As another instance, we may mention that in his report on the school at Kaira the Superintendent says :—" Ganpatráam Nathurám had been, for some time previous to his appointment to Kaira, master of a Vernacular school at Bhooj, on a salary of Rs. 30 a month ; but the climate of that place not agreeing well with him, and not wishing to remain at so great a distance from his family, he willingly accepted Kaira when it became vacant, notwithstanding the reduced salary, because of its being his own native

place. On leaving Bhooj, the Political Agent there, to whose supervision the school had been subject, gave him a very excellent character, both as an able and politic teacher, not so much because of the admirable improvements he effected in the school while he conducted its operations, as because of the tact he displayed in converting into friends those who had formerly been enemies to the school, on account of the system of instruction pursued in it,— a character which he has, for so far, very fully sustained in connection with his present appointment. He succeeded a very good man here, Laxmináráyan, and one who was much liked by the Kaira people ; but notwithstanding this, there has been an increase of 43 pupils during the ten months he has now been in possession ; and I should not be greatly surprised, from what I have seen of the man, if, in ten months more, his pupils doubled the maximum number the school ever attained under any of his predecessors. At the present time the school, in whatever aspect viewed, whether numerically or intellectually, is equally satisfactory.”

97. The new master of the school at Mehmedabad is also conducting his duties most efficiently. Mr. Graham says:—“The manner in which he has conducted himself, since he joined his present appointment, justly entitles him to be ranked among our very best teachers. When he took charge there were only 44 pupils on the register, and within four months afterwards the number rose to 85, which is worthy of mention only because for three or four years before his time 50 or thereabouts was the greatest number that the school ever mustered. But what pleased me best was the very intelligent manner in which he examined his first class before me, (a practice which I have been gradually introducing into all the schools since I first became Superintendent, but which I have never been able

to carry out fully, even in our best schools, until the present year,) in the Mahomedan period of Indian history, 1st volume of Grant Duff's *Máharáshtra*, English history as far as Henry VIII., grammar, geography, and mathematics, and the clear and fluent style of the answering throughout."

98. In his report on the school at Bardoli, Mr. Graham alludes again to the warm interest taken in its welfare by the Munsif Golám Moidin, who, as usual, on the day of examination distributed a number of prizes, and we must once more be allowed to express our warm acknowledgments to this gentleman for his liberal encouragement of education.

99. We have directed one school to be closed, viz. No. 2 at Broach, and the master to be transferred to Omreth. While the school No. 1 at Broach had 47 boys, No. 2 had but 33, and as the distance between the two is only about three minutes' walk, we felt no reluctance in closing it. Neither should it be inferred from the closing of this school that education in Broach is retrograding, since, besides our Vernacular Schools, Broach has of late obtained two Parsi Pancháyat schools, which are, we believe, conducted on the same principles as the Government ones, so that in the latter Hindus only are now to be found, and not Hindus and Parsis as formerly. Independent, therefore, of the English school, the number of Vernacular schools in Broach is now just double what it was in the commencement of 1850.

100. In concluding his report, Mr. Graham gives the following table, showing at a glance the number of schools and students in his division at the time of his tour, and it will be seen that there is an increase of 284 boys on the previous year :—

Collectorates.	Number of Schools.					Number per Register, exclusive of Female and English Schools.		General Increase on the Year.	Fees Collect- ed in		General Increase of Fees in the Year.	
	Gujarathi Boys' Schools.	Gujarathi Female Schools.	Hindustani Schools.	English Schools.	Total.	1852-53.	1853-54.					
						1852-53.	1853-54.					
Surat	15	1	1	0	17	1076	1151	<i>Rs.</i>	<i>a.</i>	<i>Rs.</i>	<i>a.</i>	
Broach	6	0	0	1	7	417	493	558	1	710	5	
Kaira	7	0	0	0	7	677	840	274	14	281	9	
Ahmedabad ..	9	2	0	1	12	1043	1013	400	5	508	4	
								526	0	601	11	
Total	37	3	1	2	43	3213	3497	284	1757	10	2101	13
												3

THIRD DIVISION.

101. The schools in the third division continue in charge of Mr. Baker, who was appointed Superintendent in November 1851. From September till April Mr. Baker was employed in making a tour through the four collectorates of Dharwar, Belgaum, Rutnagiri, and Tanna, which are comprised in his division, and in the course of this time he carefully examined every school it contains. We have recently received a report of the result, and we are happy in being able to state that under Mr. Baker's judicious superintendence a very marked improvement is gradually taking place in the state of the schools.

102. The best in the division are the schools at Rutnagiri, Nos. 1 and 2, Dabhol, Palshet, Malgund, and Chiplun, in the Rutnagiri collectorate; at Tanna, Mahar, and Kalian, in the Tanna collectorate; at Belgaum, Sadalga, Bidi, and Sampgaon, in the Belgaum collectorate; and at Dharwar, Hanganal, and Misricote, in the Dharwar collectorate. The

schools in the Rutnagiri collectorate are, as usual, much in advance of those in other parts of the division. Nos. 1 and 2 at Rutnagiri itself have long been the two best in this division, and are fully equal to the best schools in the other divisions. No. 2 is now decidedly the best of the two. All the lessons are carefully taught, and the studies are pursued to the extent of essay writing and the rudiments of natural philosophy. It is, moreover, the largest Vernacular School we have, containing 285 boys. No. 1, however, is an excellent school, containing 210 boys, and its studies are pursued to the same extent as No. 2, but the classes are, perhaps, not quite so carefully taught. The state of both reflects the greatest credit on the masters.

103. It will be recollected, that in consequence of the very unsatisfactory and unpromising state of the schools at Haveri, Tadus, and Ratahali, in the Dharwar collectorate, at Kelshi and Anjarle, in the Rutnagiri collectorate, at Pen and Tarapúr, in the Tanna collectorate, and at Badami, in the Belgaum collectorate, we considered it necessary to close them, regarding it as a waste of our resources to support schools of this description. In adopting this measure, we stated our reasons for so doing through all the schools of the division, so that the inhabitants of every town and village containing a Government school might be made fully aware that schools of this description would no longer be allowed to exist. It will also be recollected, that in our last report we alluded to an important measure we had adopted for removing incompetent teachers, and for supplying their places with thoroughly efficient ones. The following remarks by the Superintendent will show that these measures have been attended with good results. He says:—"The beneficial results of the corrective measures adopted by the Board the year before last to ameliorate the

condition of their schools, are clearly manifested in the improvements which have ensued in the 3rd division, and nothing short of the terms of those proceedings would in any way have answered the emergency. Three years ago, how many schools existed undeserving of the name; now how few that do not attach merit? A spirit of emulation seems to have sprung up almost throughout the division, and both masters and pupils equally participate in the passion, which is powerfully fostered by prospects of pension and employment. Last year the school at Kalian contained but 83 boys; it now musters 160; the Belgaum Maráthi school had 161; it now has 238; and Malgund, Hubli Canarese, Malwan, and Khed have within the same period increased to 47, 53, 40, and 43 boys respectively. The largest schools in the division are Rutnagiri No. 2, containing 285 boys, Belgaum Maráthi, 238, and Rutnagiri No. 1, 210; the rest range below 200. Attendance has increased during the last year in no less than 35 schools, while it has decreased in only 12. The aggregate increase is 680, the decrease 138; leaving an excess in favour of the state of schools when I last successively visited them of 542 boys."

104. The following remarks on school-houses will also show that the benefits of education are gradually becoming more appreciated. Mr. Baker says:—"I am happy to be able to report, that in several parts of the division, communities have at last been brought to a proper sense of their duty to their children, and that the demand lately made by me for suitable school-rooms has in most instances, where such buildings are wanting, been satisfactorily responded to. During the last year we have seen Khed enlarge her school-house, and Chiploon raise a subscription for the construction of a new one; Rutnagiri enlarge her No. 2 school-house, and Rajapur purchase one; Belgaum, Hubli,

and Morub, are also about to build, and Nowlgoond is ready to quit a substantial edifice on account of insufficiency of space, and to construct another. All these movements are very favourable symptoms, and I trust ere long we shall find the merits of education much more generally appreciated."

105. With regard to the state of progress in the schools, Mr. Baker makes the following remarks:—"Not less satisfactory than the improvement in attendance, is the progress made in learning during the last year; and not only have the subjects formerly taught in our schools been, as must appear from my examination returns, more carefully and profitably attended to, but a very important stage in advance of that range has been started upon by many of the schools, and entered with a spirit that requires only the aid of suitable apparatus to guarantee progressive action. Map-drawing and essay-writing, subjects hitherto scarcely thought of in our Vernacular schools of this division, have lately engrossed a very judicious amount of attention, and been practised to a great extent, with a degree of success quite gratifying to witness. It may be urged that the mere ability to draw a map does not attach any very intellectual enlightenment, and that in styling the subject an advanced lesson I am overrating the merits of the attainment. The simple work of drawing the map of a country or continent, does not raise the understanding of the mind truly, but the practice of drawing them must, by the repetition, if not observation it involves, open to the student a knowledge of the relative positions of countries, and of the site which his own occupies on the face of the earth, that one otherwise tutored could hardly obtain, and would scarcely take the pains minutely to investigate. To this extent, then, unconnected with other considerations, the lesson is an instructive one. Another argument in favour of the practise is, that by engrafting true ideas of

the earth's form upon the Hindu mind; we are dispelling notions of error fostered from infancy, and drawing the talented youth to an inquiry, the seeds of which may afterwards germinate in many ways to his advantage. I trust these answers will be deemed sufficiently satisfactory to the Board to justify the importance I attach to map-drawing. Essay-writing, however, is quite another order of practice: it is no mere art, but the exercise of the reasoning faculties, —the goal, I may say, of rudimental tutoring. To write essays requires both the possession of ideas and the facilities to express them; and these invaluable acquisitions the masters of our most flourishing schools are very laudably striving to secure to their more advanced pupils. In their aims they are very materially assisted by the periodical *Dnyanprásārah*, circulated by the Board. This book, as regularly as it is received, is eagerly perused by the masters, and, to the extent comprehended by them, duly explained to the boys."

106. On the subject of arithmetic, the Superintendent remarks :—" Amongst the subjects of former study, arithmetic is that of all others which, during the last year, has been most carefully taught, and I have reason to hope that DeMorgan's neat and edifying system will soon supersede the unskilful method, wasteful both in time and figures, so long in rule in the division. With the view of drawing the attention of masters the more forcibly to this point, I last year prepared various examples in arithmetic, worked according to DeMorgan's method, and circulated them throughout the schools. This has had a greater effect than all my former instructions on the subject, and is a stratagem I purpose persevering in until my object be fully accomplished. The Belgaum Maráthi school is the one which has been the most successful in this respect, which may perhaps in a great measure be accounted for by my engaging

several of the boys of it to prepare, for distribution, copies of the examples I had worked out."

107. It is, moreover, not only with the improving state of our own schools that we have reason to express satisfaction, but with the commencement of improvement also in private schools, the result, indirectly, of education in our own. There can be no doubt that in course of time many of the young men educated in our institutions will establish schools of their own, and thus gradually pave the way for superseding the worst of the indigenous schools, and the race of incompetent men "who by courtesy are called teachers." Mr. Baker says :—"It is not, I am happy to say, in Government schools alone that education is on the advance: private schools are now springing up, of a very different character from what private schools formerly bore. At Rutnagiri, in conjunction with Mr. Coles the Collector, and Mr. Tucker the late Assistant Judge, who both take a very lively interest in the cause of education, I visited an orderly and well managed school of this description, kept by a party who was a cripple, and had been educated at No. 1 school in the place. Different from the indigenous schools of the country, where for the most part nothing but reading and writing the Modi character and the faintest glimmering of arithmetic are taught, the master of this had organized classes, and was teaching them exactly after our own system. The school altogether stood higher on the scale of merit than any I had seen before of the character. At Malwan, on the Rutnagiri coast, near Vingorla, I discovered a private English school in existence. It was kept by a Brahmin named Sudashiva Nārāyaṇ, who had been educated in the Elphinstone Institution, and invited to Malwan by the Moonsiff of the place, a relation of his. This schoolmaster represented that he taught English to two of the Moonsiff's sons, for which he received Rs. 15 a

month, and that he had 13 other pupils under instruction, each of whom paid him one rupee a month. At his request I examined some 8 of his pupils, and for the time they had been learning (three months) I thought them tolerably advanced."

108. In the course of his report, Mr. Baker gives a table showing the number of schools and pupils in his division at the end of February, and this we beg to subjoin. Compared with the corresponding table in our last report, it shows an increase of 256 boys during the year:—

Collectingrtes.	Schools.				Number of Pupils in attendance per Register, on the 28th February 1854.	Number paying Fees during the Month of February 1854.	Amount collected from Fees during the Eleven Months between the end of March 1853 and the end of February 1854.		
	Maráthi.	Canarese.	Hindustani.	Total.					
Rutnagiri....	18	0	0	18	1,951	1,775	<i>Rs.</i> 1,101	<i>a.</i> 1	<i>p.</i> 0
Tanna	6	0	1	7	662	609	411	14	0
Belgaum	4	7	0	11	918	885	567	13	0
Dharwar	2	9	0	11	978	923	594	4	0
Total	30	16	1	47	4,509	4,192	2,674	0	0

109. The following table will show the principal castes of the 4,509 boys attending these schools:—

Collectorates.	Brahmin.	Shenvi.	Vani.	Lingayat.	Musalman.	Other Castes.	Total.
Rutnagiri	1,025	155	188	0	41	542	1,951
Tanna	286	29	14	0	8	325	662
Belgaum	397	42	12	184	35	248	918
Dharwar	507	16	0	172	55	228	978
Total	2,215	242	214	356	139	1,343	4,509

GRANT MEDICAL COLLEGE.

Establishment of Professors on April 30th, 1854.

Principal, and Professor of the Institutes and Practice of Medicine.....	C. MOREHEAD, M.D.
Professor of Surgery, Principles and Clinical	J. PEET, Esq.
Professor of Anatomy and Physiology.	G. R. BALLINGALL, M.D.
Professor of Chemistry and Botany..	H. GIRAUD, M.D.
Professor of Materia Medica and Pharmacy	R. HAINES, M.B.
Professor of Midwifery, Principles and Clinical	W. C. COLES, M.D.
Professor of Medical Jurisprudence..	W. CAMPBELL, M.D.
Acting Professor of Ophthalmic Surgery	H. J. CARTER, Esq.
Curator of the Museum.....	G. R. BALLINGALL, M.D.

110. The eighth session was opened on the 15th June

Number of Students. 1853, with an able introductory lecture by Dr. Morehead,

Principal of the College. The session was attended by 27 students, studying for the diploma of graduate, 28 student-apprentices, and 10 warrant medical officers and hospital assistants, making a total of 65.

111. The Principal has recently forwarded his report of the session 1853-54, and

Principal's Report. this we beg to submit in the

appendix. It gives, as usual, a clear statement of the events of the session, and we beg to refer your Lordship to it for full particulars. We would at the same time request the favourable consideration of Government to the excellent suggestion in paragraph 16, for converting the college

compound into a well-arranged garden, which might provide illustrations for instruction in botany, not only to the students of the college, but to those of the other educational institutions at the Presidency. The conclusion of the report is devoted to an elaborate and able statement of the objects had in view in founding the college, the extent to which these objects have been realized, the subsequent extension of the usefulness of the college in educating the subordinate medical establishment, and the importance of an efficient system of clinical instruction.

112. The final or diploma examination was conducted by our colleague, Dr. McLennan, as Government Examiner, assisted by Surgeon M. Stovell, of the European General Hospital, Surgeon W. Arbuckle, M.D., Civil Surgeon, and Assistant Surgeon Campbell, M.D., Superintendent of the Lunatic Asylum, as Assessors. The proceedings on the occasion will be found amply detailed in the report of the Examiner, addressed to your Lordship in Council. This report, and the reply from Government, will be found in the appendix. The result of the examination was the granting of the diploma of graduate to four out of five candidates. Their names will be seen in the report.

113. In our last report we alluded to the subject of increasing the efficiency of the college by creating three new chairs, viz. one of materia medica, a second of anatomy and physiology, and a third of ophthalmic surgery; and we handed up a minute by our colleague, Dr. McLennan, who brought the subject forward, and who dwelt at some length on the desirability of adopting these measures. We

Professorships of Materia Medica, of Anatomy and Physiology, and of Ophthalmic Surgery.

had soon afterwards the satisfaction of being told that the Government of India had recommended the arrangements for the favourable consideration of the Honorable the Court of Directors, and we have recently received intimation from your Lordship in Council that the required sanction has been obtained. Additional proof has thus been afforded of the deep interest taken in the cause of Native medical education by the Government of India, as well as by the Honorable Court, who have most liberally sanctioned every arrangement that has ever been proposed on behalf of this important institution. The gentlemen appointed by your Lordship in Council to the new chairs are Dr. Haines as Professor of Materia Medica and Pharmacy, Dr. Ballingall as Professor of Anatomy and Physiology, and Mr. Carter as officiating Professor of Ophthalmic Surgery, *ex officio* as officiating Oculist. By this increase to the number of professorships, the college has now become organized in accordance with the requirements of the examining boards of the United Kingdom.

114. Several other changes have taken place among the professors. Dr. Watson, *Curator of the Museum, having*
Changes among the Professors. been compelled by bad health to return to Europe, was succeeded by Dr. Ballingall. Mr. Peele, having resigned the professorship of midwifery, has been succeeded by Dr. Coles, and Dr. Campbell has been nominated Professor of Medical Jurisprudence, to fill the vacancy caused by the transfer of Dr. Coles to the chair of midwifery. Mr. Peet, having returned from leave of absence on sick certificate, resumed charge of his duties in March.

115. Agreeably to the instructions of Government, we *Favourable opinion of the* have placed in the appendix a

Medical Board on the results of the College. report by the Medical Board, giving a highly gratifying account of the entire success of the efforts hitherto made, by means of this College, to impart a knowledge of medical science to the Natives of this country.

BOOK DEPOSITORIES

OF THE ELPHINSTONE INSTITUTION AND
POONA COLLEGE.

116. In previous reports we mentioned the objects for which these depositories had been formed, and we named the different towns in the interior in which it had been considered desirable to establish branch depositories. We will now mention briefly the additions which have been made to our stock of Vernacular books during the year.

117. The following works were printed for us in Bombay, on account of the depository of the institution :—

	<i>Maráthi.</i>	No. of copies.
1. Esop's Fables		2,000
2. Spelling Book or Lipidhara		3,000
3. Bál Shástri's Maráthi Grammar		1,000
4. Moral Maxims		3,000
5. Numeration Tables		1,000

118. The following works were in the press at the close of last month :—

1. History of British India, in Maráthi.
2. Esop's Fables, in Gujeráti.

119. The following Vernacular publications were purchased during the year :—

<i>Maráthi.</i>	No. of copies.
1. Gangádhār Shástri's Maráthi Grammar ..	500
2. Treatise on Cleanliness	250
3. Observance of Truth	100
4. Evils of Licentiousness	50
5. Girl's 1st Book	60
6. Course of Reading	24

Sanskrit.

1. Hitopadesh	80
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Gujeráti.

1. Girl's 1st Book	200
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120. The following works were lithographed during the year at the press of the Poona College:—

	No. of copies.
1. Sanscrit and Maráthi Vocabulary	1,000
2. History of the Maráthas, Vol. II.....	1,500
3. Bálmíttra, or Berquin's Children's Friend, Vol. I.....	2,000
4. England Delineated	1,000
5. Poetical Extracts	500
6. Dialogues, Sanscrit and Maráthi.....	250
7. Sanscrit 1st Reader, 1st edition	100
8. Do. 2nd do., 1st do.....	500
9. Jágti Jot, Modi.....	2,000
10. Shakuntala Nátaḥ.....	500
11. Sanscrit 1st Reader, 2nd edition.. ..	800
12. Translation of the Address of Mr. Warden.	300
13. Kuvaluyánand Satik	1,000
14. Class Catalogues, &c. for the College	1,300
15. Examination Papers	423
16. Alankar Vevek, for Dakshiná Prize Com- mittee	500
17. History of Captain Cook, for ditto	500

121. Having now concluded our report, we have only to express a hope that the general state of education will be deemed by your Lordship in Council to be satisfactory, and that the manner in which our duties have been discharged will meet with your approval.

We have the honor to be,

My Lord,

Your Lordship's most obedient Servants,

(Signed) JOHN WARDEN, *President*.

„ JOHN McLENNAN,

„ METCALFE LARKEN,

„ JAGONATH SANKERSETT,

„ BOMANJI HORMASJI,

„ BHAAU DAJI,

„ M. STOVELL, *Secretary*.

} *Members.*

Bombay, 10th May 1854.

APPENDICES.

APPENDIX No. I.

STATEMENT OF ACCOUNTS.

Board of Education in Account with Education.

1853.	Rs. a. p.	1853.	Rs. a. p.	Cr.
Apr. 30th	Government Annual Grant (General).	1,25,000 0 0	Apr. 30th	
"	Ditto do. for Poona College.	25,500 0 0		
"	Ditto do. for do.			
"	Depository	3,837 0 0		
"	Ditto do. for Grant Medical College	24,473 10 10		
"	Ditto do. for Sattara Province	7,000 0 0		
"	Subscriptions	3,001 0 0		
"	Fees from Students in the Elphinstone Institution	12,369 0 0		
"	Ditto do. in the Poona College	1,051 8 0		
"	Ditto do. in the English Schools	3,364 1 0		
"	PRIVATE ENDOWMENTS.*			
"	Interest on the Funded Capital	20,818 15 8		

II.		<i>Establishments on Special Grants.</i>	
D E F	{ Poona College, ...	25,992	1 6
	{ Do. do. Depository	3,837	0 0
	Grant Medical College	24,473	10 10
	Sattara Province	4,359	4 9
Balance		2,14,220	8 8
Total.....Rupees		2,26,415	3 6
Total.....Rupees		2,26,415	3 6

• Elphinstone Professorship Fund, West Scholarship Fund, Clare Scholarship Fund, and Elphinstone Institution Fund.
(Errors excepted)

(Signed) M. STOVELL, *Secretary.*

(Signed) JOHN WARDEN, *President.*
 " JOHN MCLENNAN.
 " METCALFE LARKEN,
 " JAGONATH SANKERSETT,
 " ROMANJI HORMASJI,
 " BHAU DARI,

Members.

Bombay, 30th April 1853.

DR. *Board of Education in Account with Government Annual Grant of Rs. 1,25,000.* CR.

1853.	Rs. a. p.	1853.	English Department.	Rs. a. p.
Apr. 30th Government Annual Grant	1,25,000 0 0	Apr. 30th	Elphinstone Institution*	39,179 5 8
		" "	Poona College*	9,024 0 0
		" "	7 English Schools	16,124 15 11
		" "	Government Examiner of the Grant Medical College	1,200 0 0
		" "	Publication of Reports	1,071 15 10
		" "	Gratuities to Masters removed from service	4,011 6 8
			<i>Vernacular Department.</i>	
		" "	7 Vernacular Schools at the Presidency	5,576 10 4
		" "	127 Ditto ditto in the Deccan	18,858 1 0
		" "	39 Ditto ditto in Gujarat	8,917 5 8
		" "	58 Ditto ditto in S. M. Country	11,053 8 10
		" "	Books supplied to Vernacular Schools	2,642 9 0
		" "	Superintendence of Schools	12,821 11 1
Balance	6,081 10 0			
			Total.....Rupees	1,31,081 10 0

* In this Account, only that portion of the expense appears which is borne by the Government Grant.
(Errors excepted)

(Signed) M. STOVELL, Secretary.

(Signed) JOHN WARDEN, President.

" JOHN MCLENNAN,

" METCALFE LARKEN,

" JAGONATH SANKERSETT,

" BOMANJI HORMASJI,

" BHADU DASI,

Members.

Bombay, 30th April 1853.

ELPHINSTONE PROFESSORSHIP FUND.

Dr. Abstract Account of Receipts and Disbursements, from the 1st May 1852 to the 30th April 1853. CR.

1852.	Rs.	a.	p.	1853.	Rs.	a.	p.
May 1st Balance of last year's Account.	12,159	13	2	Apr. 30th Salary of Secretary.....	2,400	0	0
1853.				Ditto of Professors.....	24,982	15	0
Apr. 30th Annual Allowance from Govt.. Rs. 22,000 0 0				Normal Scholarship Allowances.....	1,153	6	4
Interest on the Funded Capital. 16,436 4 0				Salary of Clerks.....	1,832	14	6
				Ditto of Peons.....	288	0	0
				Contingent Expenses.			
				Government Agent's Commission and Fees.....	53	11	6
				Stationery.....	41	4	0
				Sundries.....	72	15	0
				Binding Office Records.....	35	4	0
				Professor Patton's Allowance on leaving India.....	1,500	0	0
				Invested in 5 per Cent. Government Promissory Note.....	.....		
				Balance in the Bank of Bombay.....	6,998	1	6
				In hand.....	18	10	4
Total..... Rupees	50,596	1	2	Total..... Rupees	50,596	1	2

(Errors excepted)

(Signed) M. STOVELL, Secretary.

Bombay, 30th April 1853.

We the undersigned have examined this Account, and do find a Balance in favour of the Elphinstone Professorship Fund, amounting to Rupees seven thousand and sixteen, annas eleven, and pies ten.

(Signed) JOHN WARDEK, President.

JOHN MCLENNAN,

METCALPE LARKEN,

} Members.

(Signed) JAGONATH SANKERSETT,

BOMANJI HORMASJI,

BHAI DADI,

} Members.

WEST SCHOLARSHIP FUND.

DR. *Abstract Account of Receipts and Disbursements, from the 1st May 1852 to the 30th April 1853.* Cr.

1852.	Rs. a. p.	1853.	Rs. a. p.
May 1st		Apr. 30th	
Balance of last year's Account.....	1,148 2 5	Scholarship Allowances.....	1,575 0 0
1853.		Government Agent's Commission and Fees.....	5 3 8
Apr. 30th		Invested in 5 per Cent. Government Promissory Note	1,045 6 8
Annual Allowance from Government.	1,124 0 0		
" " Interest on Funded Capital	1,099 1 2	Balance in the Bank of Bombay	3,225 10 4
			145 9 3
Total.....Rupees	3,371 3 7	Total.....Rupees	3,371 3 7

(Errors excepted)

(Signed) M. STOVELL, *Secretary.**Bombay, 30th April 1853.*

We the undersigned have examined this Account, and do find a Balance in favour of the West Scholarship Fund, amounting to Rupees one hundred and forty-five, annas nine, and pies three.

(Signed) JOHN WARDEN, *President.*

" JOHN MCLENNAN,

" METCALPE LARKEN,

" JAGONATH SANKERSETT,

" BOMANJI HORMASJI,

" BHAU DAJI,

} *Members.*

CLARE SCHOLARSHIP FUND.

Dr. Abstract Account of Receipts and Disbursements, from the 1st May 1852 to the 30th April 1853. Cr.

1852.	Rs. a. p.	1853.	Rs. a. p.
May 1st Balance of last year's Account.....	1,816 4 0	Apr. 30th Scholarship Allowances	2,580 0 0
1853.		" " Government Agent's Commission and Fees	6 7 6
Apr. 30th Annual Allowance from Government.	1,632 0 0	" " Invested in 5 per Cent. Government Securities..	2,191 13 0
" " Interest on Funded Capital	1,393 10 6	Balance in the Bank of Bombay	4,778 4 6
Total.....Rupees	4,841 14 6	Total.....Rupees	4,841 14 6

(Errors excepted)

Bombay, 30th April 1853.

(Signed) M. Stovell, Secretary.

We the undersigned have examined this Account, and do find a Balance in favour of the Clare Scholarship Fund, amounting to Rupees sixty-three and annas ten.

(Signed) JOHN WARDEN, President.
 " JOHN MCLENNAN,
 " METCALPE LARKEN,
 " JAGONATH SANKERSETT, } Members.
 " BOMANJI HORMASJI,
 " BHAU DAJI,

GAEKWAR SCHOLARSHIP FUND.

Dr. *Abstract Account of Receipts and Disbursements from the 1st May 1852 to the 30th April 1853.* Cr.

1852.	Rs. a. p.	1853.	Rs. a. p.
May 1st Balance of last year's Account.....	340 5 9	Apr. 30th Scholarship Allowances	80 0 0
1853.		Government Agent's Commission	0 10 0
Apr. 30th Interest on Funded Capital	250 0 0	Balance in the Bank of Bombay.....	80 10 0
Total.....Rupees	590 5 9	Total.....Rupees	509 11 9
			590 5 9

92

(Errors excepted)

Bombay, 30th April 1853.

(Signed) M. STOVELL, *Secretary.*

We the undersigned have examined this Account, and do find a Balance in favour of the Gaekwar Scholarship Fund, amounting to Rupees five hundred and nine, annas eleven, and pice nine.

(Signed) JOHN WARDEN, *President.*
 " JOHN MCLENNAN,
 " METCALFE LARKEN,
 " JAGONATH SANKERSETT,
 " BOMANJI HORMASJI,
 " BHAU DAJI,

} *Members.*

Dr. *Sundarji Jivaji Prize in account with the Elphinstone Institution.* Cr.

1852.		1853.	
May 1st	Balance of last year's Account	Rs. a. p.	Rs. a. p.
1853.		236 0 0	0 1 8
Apr. 30th	Interest on Funded Capital	40 0 0	
	Total.....Rupees	276 0 0	275 14 4
			Total.....Rupees
			276 0 0

(Errors excepted)

Bombay, 30th April 1853.

(Signed) M. STOVELL, Secretary.

We the undersigned have examined this Account, and do find a Balance in favour of the Sundarji Jivaji Prize Fund, amounting to Rupees two hundred and seventy-five, annas fourteen, and pies four.

(Signed) JOHN WARDEN, President.
 " JOHN MCLENNAN,
 " METCALFE LARKEN,
 " JAGONATH SANKERSETT, } Members.
 " BOMANJI HORMASJI,
 " BHAU DAJI,

Dr. *Bell Prize in Account with the Elphinstone Institution.* Cr.

1852.	Rs. a. p.	1853.	Rs. a. p.
May 1st Balance of last year's Account	197 8 0	Apr. 30th Government Agent's Commission	0 2 0
1853.			
Apr. 30th Interest on Funded Capital	50 0 0	Balance	247 6 0
Total.....Rupees	247 8 0	Total.....Rupees	247 8 0

(Errors excepted)

Bombay, 30th April 1853.

(Signed) M. STOVELL, *Secretary.*

We the undersigned have examined this Account, and do find a Balance in favour of the "Bell Prize Fund," amounting to Rupees two hundred and forty-seven and annas six.

(Signed) JOHN WARDEN, *President.*

" JOHN MCLENNAN,

" METCALFE LARKEN,

" JAGONATH SANKERSETT,

" BOMANJI HORMASJI,

" BHAU DAJI,

Members.

APPENDIX No. II.

STATEMENT OF FEES.

Tabular Statement, showing the Amount of Fees received from the 1st of April 1853 to the 31st March 1854, from the Elphinstone Institution and Government Vernacular Schools at the Presidency, and from the English and Vernacular Schools in the Districts.

PRESIDENCY.	Rs.	a.	p.	Rs.	a.	p.
Elphinstone Institution.....	13,169	0	0	13,692	0	0
Government Vernacular schools	523	0	0			
ENGLISH SCHOOLS.						
Surat	1,700	0	0	4,815	0	0
Ahmedabad	820	0	0			
Broach	415	8	0			
Ahmednuggur	381	8	0			
Rutnagiri	181	8	0			
Dharwar.....	134	8	0			
Tanna	820	12	0			
Sattara	355	4	0			
VERNACULAR SCHOOLS.						
1st Division.						
In the Collectorate of Poona	103	13	0	438	2	0
Ditto of Ahmednuggur	139	0	0			
Ditto of Sholapoor	48	4	0			
Ditto of Khandesh	50	13	0			
In the Districts of Sattara	96	4	0			
2nd Division.						
In the Collectorate of Surat	102	3	0	345	10	0
Ditto of Broach	50	8	0			
Ditto of Kaira	92	8	0			
Ditto of Ahmedabad	100	7	0			
3rd Division.						
In the Collectorate of Tanna	76	14	0	402	6	0
Ditto of Rutnagiri	191	14	0			
Ditto of Belgaum	107	12	0			
Ditto of Dharwar	115	14	0			
Total.... Rupees				19,783	2	0

The fees from the Institution, from the Vernacular schools at the Presidency, and from all the English schools, excepting that at Tanna, which is mainly supported by the inhabitants themselves, are carried to the General Fund, on account of Education.

The fees from the Vernacular schools in the districts are disposed of differently. One half is given to the masters of the different schools, provided the annual examination is satisfactory; the remainder is disposed of in repairing school-houses, in providing books for the school libraries, in gratuities to masters and monitors, or in any other way which the School Committee and Superintendent may consider more desirable.

APPENDIX No. IV.

LIST OF SUBSCRIPTIONS TO THE ELPHINSTONE
INSTITUTION, RECEIVED FOR 1853.

	Amount of Subscription.		
	Rs.	a.	p.
Adam Alee Sultan, Esq	15	0	0
Annundrow Gunput Senoy, Esq	25	0	0
Atmaram Madhowjee, Esq	25	0	0
Burjorjee Viccajee, Esq	19	0	0
Bhawoo Dajee, Esq	25	0	0
Bomanjee Hormusjee, Esq	50	0	0
Bappoo Jagonnath Josey, Esq	15	0	0
Beiramjee Erajee Cola, Esq	25	0	0
Bomanjee Framjee Cama & Co., Messrs.	101	0	0
Bhasker Sunderjee, Esq	15	0	0
Bocarro, J. J., Esq	15	0	0
Cursetjee Nasserwanjee Cama, Esq	105	0	0
Cursetjee Jamsetjee, Esq	50	0	0
Cursetjee Sorabjee, Esq	60	0	0
Cursetjee Furdunjee, Esq	15	0	0
Cursetjee Furdunjee, Esq	25	0	0
Cowasjee Jahangeerjee, Esq	15	0	0
Crustnanath Narronjee, Esq	15	0	0
Dhunjeebhoy Nasserwanjee Cama, Esq	100	0	0
Dhunjeebhoy Cursetjee, Shroff, Esq	25	0	0
Dhunjeebhoy Framjee, Esq	15	0	0
Dorabjee Nasserwanjee Cama, Esq	25	0	0
Dosabhoy Sorabjee, Esq	10	0	0
Dadabhoy Dorabjee, Esq	15	0	0
D'Silva, Luis F., Esq	15	0	0
D'Ga, A. G., Esq	45	0	0
D'Rozario, Dr. C. B	15	0	0
Framjee Nasserwanjee, Esq	30	0	0

	<i>Rs.</i>	<i>a</i>	<i>p.</i>
Fitzclarence, the Right Honorable Lord Frederick.	200	0	0
Govind Balcrustna, Esq.	15	0	0
Hormusjee Manockjee, Esq.	30	0	0
Hormusjee Pestonjee Framjee, Esq.	15	0	0
Howard, W., Esq.	50	0	0
Hannah, John T., Esq.	15	0	0
Jamsetjee Jejeebhoy, Sir, Kt.	150	0	0
Jagonnath Sankersett, Esq.	100	0	0
Limjee Manockjee, Esq.	15	0	0
Mahomed Ameen Rogay, Esq.	100	0	0
Mungledas Nathoobhoy, Esq.	30	0	0
Mirza Alee Jhan, Esq.	15	0	0
Muncherjee Framjee Cama, Esq.	25	0	0
Manockjee Cursetjee, Esq.	15	0	0
Manockjee Cursetjee Deibu, Esq.	15	0	0
Mangesh Pandoorang, Esq.	25	0	0
Narayan Dinanathjee, Esq.	25	0	0
Narayan Dajee, Esq.	15	0	0
Nowrojee Furdunjee, Esq.	15	0	0
Purshotam Hirachand, Esq.	15	0	0
Pestonjee Nowrojee Pochajee, Esq.	80	0	0
Raghoonath Narayan, Esq.	25	0	0
Rustomjee Jamsetjee, Esq.	25	0	0
Sorabjee Framjee, Esq.	15	0	0
Sorabjee Jamsetjee, Esq.	25	0	0
Sorabjee Pestonjee Framjee, Esq.	25	0	0
Shricrishna Janardhan, Esq.	15	0	0
Verjeevandass Madowdass, Esq.	30	0	0
Venaek Wassoodewjee, Esq.	15	0	0
Virzbhoocandass Madowdass, Esq.	30	0	0
Venaek Annundrow, Esq.	15	0	0
Vears, H., Esq.	15	0	0
Wassoodew Pandoorang, Esq.	15	0	0
Wassoodew Narayan, Esq.	25	0	0
Walker, W., Esq.	50	0	0

Total. . . . 2,185 0 0

APPENDIX No. V.

ANNUAL MEETING FOR THE PRESENTATION OF
SCHOLARSHIPS AND PRIZES.

The annual distribution of prizes and scholarships to the successful students of the Elphinstone Institution took place yesterday afternoon at four o'clock, at the Town Hall, the Right Honorable the Governor in the chair. The large hall was filled with the pupils both of the college and school departments, and a large number of visitors, both European and Native, amongst whom we observed the following gentlemen :—the Honorable John Warden ; Messrs. W. E. Frere, M. Larken, M. A. Coxon, P. Adam, Bomanji Hormasji, Jagonnath Sankersett, Bhau Daji, Verjeevandass Madhowdass, Narayan Dinnanath, Nowrozji Furdunji, Meerza Ali Jhan, Dhunjibhoy Cursetji, Dhunjibhoy Framji, Nowrozji Dorabji, A. K. Corfield, C. J. Erskine, J. T. Zorn, A. S. LeMessurier, J. Connon, A. B. Boswell, N. W. Oliver, A. Remington, Manckji Cursetji ; Drs. McLennan, Carter, Coles, Giraud, Stovell, Arbuckle, Mackenzie ; the Rev. Messrs. Spring, Bowen, Hume ; Professor Green ; Dr. Dallas ; Brigadier Cracklow ; Colonels Lyons, Bates, Blood, Willoughby ; Major Parr ; Captain Cruickshank ; several other European and Native Officers, Graduates of the Grant Medical College, &c. &c.

The Honorable Mr. Warden, President of the Education Board, opened the proceedings of the day by addressing the Right Honorable the Chairman as follows :—

MY LORD,—As your Lordship has done me the favour of reading my address to Lord Frederick Fitzclarence on the last occasion of distributing the prizes to the students of the Elphinstone College, in which I attempted to sketch the rise, progress, and distinctive features of the system of public instruction imparted under the orders of the Government to the inhabitants of this Presidency ; and as you have since paid a private visit to

the college, and witnessed the actual work of the young men in the several departments of learning, there is little left for me to say to-day which your own observation has not already discovered.

During the last year or two, indeed, the Board of Education have been obliged to adopt measures, the effect of which must have been to discourage education. We had for years been drawing on a reserve fund, till that fund was well nigh exhausted ; and, from want of pecuniary means, have been obliged to refuse to open schools, to reward exertion, and even to carry out public promises of assistance to those who came forward to advance the cause.

Within the last month or two, however, the home authorities have added Rs. 50,000 per annum to the original grant of Rs. 1,25,000, in addition to the item of Rs. 17,000 granted for Scinde and Sattara, and we are once more in easy circumstances.

In spite, however, of this dispiriting state of things, the number of scholars has increased during the last year from 13,757 to 16,265, or by 2,508 ; and by this time next year, when new schools shall have been established, and those already existing improved, I have no doubt that vast numbers will be added to our school lists.

But the most remarkable incident in the history of public instruction which has recently occurred in this Presidency is the spread of education among females.

When I went to Poona in 1851 as Judicial Commissioner, I visited the two first girls' schools established in that city : they were lodged in small houses, and my visit to them reminded me of the account of the assembly of the early Christians " in an upper room with the doors shut, for fear of the Jews."

The school-mistress, the wife of a gardener, who educated her in order that she might be the means of elevating her countrywomen from their state of miserable ignorance, drew her saree over her face, and was with difficulty persuaded to examine a class in my presence ; and a band of young matrons, who had formed themselves into a normal class, refused to see me on any terms, though I am told my honorable predecessor Sir Erskine Perry, and my present honorable colleague Mr. Lumsden, were considered more honorable, or perhaps more harmless than I was,

and were shortly afterwards admitted to the presence of these ladies.

Such was the state of matters in 1851. I assembled in the court-yard of the Poona College, in the presence of the Governor, the Bishop, and a host of others, a collection of more than a hundred girls, who were publicly examined, and we heard stories of one girl having read herself blind, and of another who had died from the effects of study.

There are at the Presidency eight girls' schools, of which three are Maráthi, one Gujaráti, and four Parsi, the total number of girls being 500. We have no official returns of the girls' schools in the Mofussil: they are principally at Poona and Ahmedabad, and may be roughly estimated at 500 more, thus giving one girl for every sixteen boys who are being educated.

So effectively is this leaven spreading, that although we might appropriate part of our new grant to girls' schools, the general feeling at the Board seems to be that we should "leave well alone." Your lordship will admit that this is a striking incident, and one that betokens the wisdom of the principles on which our institutions for public instruction were based.

It is remarkable, that in a country like India, where, a few years ago, the men could not appreciate education, and the women lived in a state of servile degradation, the Natives should be now pushing on female education without any aid from us. We have, besides, endless literary and scientific societies, libraries, Native improvement societies, Native lecturers on such subjects as the electric telegraph, all combining to prove that the desire for knowledge is ardent and universal, and, whether for good or for evil, must be satisfied.

My Lord, your name is associated with almost everything that is great and good in this Presidency, and especially with what relates to education. "Elphinstone College," "Elphinstone Professors," "Elphinstone Scholars," are as familiar to us as household words. No sordid selfish motive was allowed to mix itself up in the mind of your illustrious uncle with the consideration of this great work. His feeling on the subject was one day thus significantly conveyed to me: "*Even if it be the high road to England,*" he said, "we must educate the Natives." He is, I say, a great and a good man.

His genius contributed to the conquest of the Peshwa's dominions, for he was as good a soldier as he was a civilian, and he afterwards knitted to himself the hearts of the people whose king he had helped to dethrone, and in the subjugation of whose country he had been an active instrument ; and he did this by exhibiting a magnanimous compassion for the conquered people at his feet, and by a liberal consideration of their claims, whether to surinjams or inams, or to any other provision which those who have come after him would do well to imitate...

He afterwards caused the majority of the Protestant churches of this Presidency to be raised to the honour of that God who had blessed the arms of his country ; he digested our code which we love to call by his name ; he introduced the revenue survey, which, under the auspices of my friends Wingate and Goldsmid, has proved the greatest blessing the country has seen ; and in private life, by an unceasing flow of the milk of human kindness, he attracted to him every man, woman, and child who came within his influence.

My Lord, if it be a subject of congratulation to yourself, that you are now seated under the shadow of your uncle's statue, filling the same position that he held—it is not less so to the people of this place that they are ruled over by one in whose veins the blood of Elphinstone flows ; and to myself personally it is a source of great pleasure to be associated with a relative of my earliest official friend and patron ; for, although I now fill three of the very highest offices at this Presidency, if I were told to point to the bright spot in my life,—to that which reflects most honour on my official career,—I should point to the days when, though little more than a boy, I was selected to attend him in his gallops over the Deccan (for he was always at a gallop), with no higher title than that of “Sub-Secretary” ; and we have asked you to sit in that chair to-day, not so much because you are the Governor, as because you are the kinsman of him of whom I have been speaking—who planted, and watered, and watched over the institutions now entrusted to our care.

Mr. Harkness, the Principal, then read the following address :—

There are now 1,518 pupils in the Government schools in Bombay. Of these 474 receive instruction in and through the

Vernaculars only ; 953 are learning English and the branches of knowledge usually taught in English schools in this country ; and 91 are studying the higher branches of literature and science in the college division of the Institution.

Previous to admission into the English school, a boy must be able to read and write his own language, and must know the simple rules of arithmetic. The Vernacular schools, therefore, are chiefly preparatory to the English. But as a small proportion of the pupils get no other education but what they afford, the teaching is not limited merely to what is requisite to qualify for admission into the English school. The outlines of history, geography, and astronomy, the elements of geometry and algebra, plane trigonometry, mensuration, and the rudiments of natural philosophy, are included in the course of study.

There are 268 pupils in the Maráthi schools, 176 in the Gujaráti, and 30 in the Hindustáni school. The proficiency in the last falls short of that allowed in the others.

Besides these, a number of private schools, chiefly Gujaráti, have lately sprung up in different parts of Bombay. Some of them are numerously attended,—the bulk of the pupils being Parsis. The object of all is to prepare pupils for the entrance examination at the Institution.

Of the 953 pupils in the English schools, 379 are Hindús, 523 Parsis, 24 Musalmans, 22 Christians, and 5 Jews. The Hindús are of 23 different castes, but belong chiefly to the Parbhu, Shenvi, Brahmun, and Sonar castes, the greatest number being Parbhus.

In the central school and Fort branch a fee of Rs. 2 a month is charged, and at Mumbadévi one rupee. But a poor boy, whose average place is in the upper half of his class, may be entered as a free pupil. This privilege is now enjoyed by 192 ; 761 are pay-pupils.

These 953 pupils are divided into 24 classes for English and general knowledge, and into the same number for arithmetic and mathematics. They are taught by 24 teachers, viz. 1 English master, 16 Parsis, and 7 Hindús.

Every teacher has thus a class in English and a class in arithmetic, each class consisting on an average of about 40 ; but the

two classes not, necessarily at least, composed of the same boys. A majority of the boys generally are the same, but they are classed according to proficiency in the subject taught.

It has been stated that a boy must be able to read and write his own language before he is admitted into the English school. But in order that this knowledge may be kept up and improved while he is learning English, a portion of the time is devoted, in each class, to instruction in the Vernaculars. For this purpose, 7 Vernacular teachers are entertained, 4 Gujaráti and 3 Maráthi.

These relieve the teachers of the junior classes one hour every alternate day. On the intermediate days the class is taken by one of the scholars in the college division, who undertakes the teaching of some particular subject, such as geography, and who is held responsible for the proficiency of the class in that subject.

The scholars are thus gradually accustomed to the art of teaching. Their knowledge of the subject is systematized and fixed by the necessity of communicating it, and the teachers are enabled to devote the spare hours to self-improvement, by attending the lectures of one of the professors, or by consulting books of reference in the library.

In the Vernacular classes the most frequently occurring roots are explained. But in order that those, who intend to prosecute their studies in the college, may be enabled to understand fully the meaning of Sanscrita and Persian words met with in Maráthi and Gujaráti works, the rudiments of Sanscrita and Persian are taught in the 6th or highest school class, the former by a Shás-tri of the Poona College, and the latter by a native of Persia.

The number of students in the college at the end of the year was 76. 35 have been admitted, and 20 others have left since the examination. Hence the number at present is 91. 51 of these are Hindús, 38 Parsis, and 2 Christians.

These are divided into four classes, named first, second, third, and fourth year's students, according to their standing in the college. A certain number of scholarships are open for competition to the students of each year, viz. 24 of the monthly value of Rs. 10 to the first, 12 of the value of Rs. 15 to the second, 6 of the value of Rs. 20 to the third; and 3 of the value of Rs. 30 a month to the fourth year's students. These are all

awarded for proficiency in certain branches of literature and science, according to regulations sanctioned by the Board of Education.

Besides these, there are two Gaikwar scholarships, one for superior proficiency in Maráthi, and the other for superior proficiency in Gujaráti. These are open for competition to students who have completed two years of the college course, and may be held in addition to another scholarship.

The number of candidates found qualified for these different grades at the late examinations considerably exceeded the number of scholarships, which were therefore all awarded, and are now to be presented. Consequently, of the 91 students now in the college, 45 are stipendiary scholars.

Candidates who fail to obtain 60 per cent. of the estimated value of the answers to the questions proposed for any of these scholarships, but who get 40 per cent. marks or upwards, are entitled to the privilege of being enrolled as free scholars. 30 of the present number attend gratuitously under this rule, and the remaining 16 are pay-students, who pay Rs. 60 a year in advance. These are not subjected to examinations, unless voluntarily.

The teaching of the students in the college division is entrusted to 4 professors, 3 European and 1 Native. The division of labour is as follows, viz. one professor teaches logic, mental and moral philosophy ; one, English literature, political economy, and history ; one, mathematics and natural philosophy, and one, chemistry and natural history. The last, who is also one of the professors in the Grant Medical College, lectures three hours a week, two on chemistry, and one on geology and botany, in alternate years. The other professors teach three or four hours a day.

It is unnecessary to enter into details regarding the subjects of study in the different classes, or the manner in which the pupils acquitted themselves at the examination. Full information on these points is given in the annual report lately submitted to the Board of Education, which will shortly be printed.

I may mention that there has been during the year an increase upon the whole of 153 pupils, of whom 15 are in the college division.

List of Scholarships and Prizes to be awarded at the Annual Meeting on the 3rd April 1854.

- 3 First class Normal Scholarships.
- 6 Second ditto ditto.
- 12 West Scholarships.
- 24 Clare ditto.
- 2 Gaekwar ditto.

I.

Sir Erskine Perry's Prize.—A gold medal for the best essay on "The Moral and Social Causes of the Crusades, and their effects on Civilization."

Successful competitor's name Pestonji Jehangeer, then a 1st class normal scholar, now a teacher in the Elphinstone Institution.

II.

Prize of Rs. 250, by a Native gentleman, for the best essay on "Education of the Natives in the Bombay Presidency; its Results, present and prospective."

Successful competitor's name Kaikhosru Hormasji, a teacher in the Elphinstone Institution.

III.

Sundarji Jiwaji's Prize of Rs. 40, in books, for the best essay on "The Influence of a general diffusion of Scientific Knowledge in dissipating Superstitious notions and groundless fears regarding unfamiliar Natural Phenomena."

Successful competitor's name Harishankar Balcrishna, then a 2nd class normal scholar, now a teacher in the Elphinstone Institution.

IV.

Bell Prize.—A silver medal and chain, of the value of Rs. 50, for the best essay on "The Electric Telegraph; the Principle of its Construction, and the Advantages that may be expected to result from its introduction into this country."

Successful competitor's name Ardaseer Framji, formerly a teacher in the Elphinstone Institution, now employed in the telegraph department.

His Lordship then distributed the scholarships and prizes of

books to the successful students, after which he addressed the Honorable the President of the Board of Education somewhat to the following effect :—Mr. Warden,—I will now endeavour to express, though I am afraid very imperfectly, the pleasure I have derived from the scene before us, as well as from what I saw at the college on Saturday evening. It cannot but be a source of pride and gratification to see an Institution which bears my own name, and is designated after one who is near and dear to me, and whose name will go down to posterity in connection with the Institution, and which has risen to such a height, and is destined hereafter to exercise so great an influence over this country. I wished to have addressed a little advice to our young friends, but I am afraid it is impossible that they could hear me. But before I conclude I would wish to address a few words to the Principal. I am much gratified to see a gentleman presiding over this Institution who was selected by my uncle, and who has executed his task so successfully. It has given me the greatest pleasure to see you, Mr. Harkness, in your present position. His Lordship repeated his feelings of gratification at the occurrences of the evening, and then sat down amidst great applause. He soon afterwards withdrew.—*Bombay Gazette, 4th April 1854.*

APPENDIX No. VI.

COURSE OF STUDY IN THE ELPHINSTONE-INSTITUTION FOR 1854.

FIRST CLASS.

English Reading.—McCulloch's First and Second Books.

Writing.—Progressive Lessons.

Vernacular.—Moral Class Book ; Grammar ; Outlines of Geography.

Arithmetic.—Simple Rules.

SECOND CLASS.

English Reading.—McCulloch's Third Book.

Grammar.—Reid's Rudiments of.

Writing.—Figures, Capitals, and Text.

Vernacular.—Geography and History of Maharáshttra ; Grammar.

Arithmetic.—Fractions, Vulgar and Decimal.

Vernacular and English.—Exercises on the Tenses ; School Dialogues.

THIRD CLASS.

English Reading.—Chambers' Moral Class Book.

Grammar.—Reid's Rudiments of.

Geography.—Reid's.

Arithmetic.—Thomson's Proportion.

Writing.—Round Hand.

Vernacular.—Introduction to the History of India ; Grammar.

Vernacular and English.—Idiomatic Exercises ; Green's Phrases.

FOURTH CLASS.

English Reading.—McCulloch's Series of Lessons.

Grammar.—McCulloch's.

Geography.—Reid's.

Arithmetic.—Thomson's Interest, Practice, Involution,
Evolution.

Writing.—Small Hand.

Vernacular.—History of British India ; Grammar.

Vernacular and English.—Idiomatic Exercises ; Green's Phrases.

II. UPPER CENTRAL SCHOOL.

FIFTH CLASS.

English Reading.—McCulloch's Course of Reading ; Poetry ;
Money Matters.

Grammar.—McCulloch's.

Geography.—Nicholl's.

History.—Chambers' History of the British Empire ; Wil-
son's Universal History.

Geometry.—Euclid, Books I. and II.

Algebra.—Simple Equations.

Writing.—Written Exercises.

Vernacular.—Life of Columbus ; Grammar ; History of British
India.

Sanscrit.—Shabd Rupavali ; Samas Chakra.

SIXTH CLASS, 2ND DIVISION.

English Reading.—McCulloch's Course of Reading, and Gram-
mar.

Grammar.—McCulloch's.

Geography.—Nicholl's.

History.—Chambers' History of the British Empire ;
Wilson's Universal History ; Taylor's Manual of
Ancient History.

Geometry.—Four Books of Euclid.

Algebra.—Quadratic Equations.

Physics.—Matter and Motion (Chambers' Course).

Writing.—Exercises and Translations.

Sanscrit.—Shabd Rupavali; Samas Chakra; Bodhavachan; Laghu Hitopadesh.

Persian.—Amadan Karima; Simple Sentences.

SIXTH CLASS, 1ST DIVISION.

(Candidates for Clare Scholarships.)

English Language.—McCulloch's Course of Reading; and Grammar.

Geography.—Nicholl's.

History.—Murray's History of India, Chapters i. and ii.; Taylor's Manual of Ancient History.

Mathematics.—Plane Geometry, six Books, with exercises; Young's Quadratic Equations; the application of Logarithms to Interest and Annuities; Plane Trigonometry, Young's (omitting Articles 27, 28, 31).

Physics.—Matter and Motion (Chambers' Course).

Translation.—Written and Oral, into and from the Vernacular.

Sanscrit. } —The same as in the 2nd Division.
Persian. }

III. COLLEGE.

FIRST YEAR'S STUDENTS.

English Literature.—Chambers' Cyclopædia.

Logic.—Easy Lessons on Reasoning; Locke's Conduct of the Understanding.

History and Geography.—Heeren's Political System of Europe and its Colonies, A. D. 1492—1555; Murray's India, chaps. iii.—v.; Hughes' (E.) Physical, Political, and Commercial Atlas.

Political Economy.—Mill's Principles, Book I. Chaps. 1—8; Book III. Chaps. 1—6.

Mathematics.—Young's Cubic Equations; Thomson's Spherical Trigonometry; Mathematical Instruments (Weale's Series).

Physics.—Orlebar's Course of Mathematics, Vol. I.

Chemistry.—Fownes' Elementary Chemistry.

SECOND YEAR'S STUDENTS.

English Literature.—Chambers' Cyclopædia.

Mental Philosophy.—Locke's Essay, Introduction, with Books II. and III. (omitting in Book II. chap. i. sects. 10—20 ; chap. xiii. sects. 10 to the end ; chap. xv. ; chap. xxi. sects. 11—71 ; chaps. xxxi. and xxxii. ; and in Book III. chap. vi.) ; Cousin's Psychology, translated by Henry ; Method of Philosophical Study, by T. Jouffroy.

History and Geography.—Heeren's Political System of Europe and its Colonies, A. D. 1618—1740. Guizot's English Revolution ; Macaulay's Essays : Sir William Temple ; Spanish Succession ; Lord Clive. Hughes (E.) Physical, Political, and Commercial Atlas.

Political Economy.—Mill's Principles, Books I. and II., chaps. 11—16 ; Book III. Hancock's Introductory Lecture (1848).

Mathematics.—Waud's Algebraic Geometry ; Salmon on Conic Sections.

Physics.—Hydrostatics ; Electricity (Chambers' Course).

Chemistry.—Fownes' Elementary Chemistry.

THIRD YEAR'S STUDENTS.

English Literature.—Shakespeare ; Bacon's Essays.

Moral Philosophy.—Bishop Butler's Three Sermons on Human Nature ; Dissertation on the Nature of Virtue ; Stewart's Outlines, Part II.

Induction.—Mill's Logic, Book III. ; Whewell.

Political Economy.—Mill's, Books III.—V.

Mathematics.—Young's Differential Calculus.

Physics.—Hart's Mechanics.

Physical Geography.—Hughes'.

Chemistry.—Fownes' Elementary Chemistry.

Botany.—Balfour's Elements.

FOURTH YEAR'S STUDENTS.

English Literature.—Shakespeare ; Bacon's Essays.

Moral Philosophy.—Butler, as in third year, with Analogy, Part I. ; Smith's View of Ancient Systems.

Induction.—As in the third year.

Political Economy.—Mill's, Books III.—V.

Mathematics.—Integral Calculus (Weale's Series).

Physics.—Orlebar's Course of Mathematics, Vol. II. ; Herschell's Astronomy.

Chemistry.—Fownes' Elementary Chemistry.

Botany.—Balfour's.

(Signed) JOHN HARKNESS, A.M.,
Principal.

Elphinstone Institution,
Bombay, 13th February 1854.

APPENDIX No. VII.

Return of Government Vernacular Schools in the 1st Division, comprising the Collectorates of Poona, Ahmednagar, Sholapur, and Khandeish, and the Districts of Satara, under the Superintendence of Múhádeo Govind Shástri, Esq.

No. of Schools.	When established.	Name of Town or Village.	Estimated Population.	No. of Pupils		Name of Master, and Assistant Master.	Caste.	Pay per Mensem.	Length of Service.	When last examined.	Remarks.
				On Registers.	Present at Examination.						
1	1826	Poona. Collectorate.	> 80,000	103	137	Keshava Shivarám	Brahmin ..	Rs. 25 0	5	6 Aug 1833	S. & M. both good.
						Báláji Rámchandra	Ditto ..	12 0	1 4	....	A zealous teacher.
						Bhúskar Laxumon	Ditto ..	5 0	1 1	....	Do. do.
2	1830	Ditto, No. II.	> 80,000	95	95	Náro Vithal Phadke	Ditto ..	5 0	1 1	....	Do. do.
3	1830	Ditto, No. III.		111	93	Harí Rámchandra	Ditto ..	16 0	6 1	Do. do.	A first rate teacher.
						Vendayek Sakharám	Ditto ..	20 0	12 11	Do. do.	A second rate teacher.
4	1830	Talegaum	4,509			Harí Vithal	Ditto ..	5 0	1 1	....	Active and intelligent.
5	1844	Chinchur	2,881	70	60	Mahádíji Govind	Ditto ..	12 0	14 11	Nov 1853	Second rate teacher.
6	1849	Shivapur	2,325	67	60	Moro Bahádeo Apte	Ditto ..	10 0	9 3	Do. do.	S. improving.
7	1826	Sassúr	6,846	67	60	Govind Mahádeo	Ditto ..	10 0	14 0	Do. do.	S. in tolerable order.
						Vithal Rámchandra	Ditto ..	15 0	14 11	Oct 1852	S. not examined during the year.

No. of Schools.	When established.	Name of Town or Village.	Estimated Population.	No. of Pupils	Name of Master, and Assistant Master.	Caste.	Pay per Mensem.	Length of Service.	When last examined.	Remarks.
				On Register.	Present at Examination.					
							<i>Rs. a. Y. m.</i>			
8	1836	Supa.....	3,513	50	45	Ganesh Kúshimath.....	Brahmin ..	10 0 17 5	Oct 1852	S. not examined during the year.
9	1847	Baramati	4,000	64	61	Ganesh Hari	Ditto ..	10 0 6 10	Do. do.	Do. do.
10	1836	Indapur.....	3,311	51	44	Laxumon Atmaram	Ditto ..	10 0 1 1	Do. do.	Do. do.
11	1845	Pimpalvandi	2,900	39	37	Makund Trimbak	Ditto ..	12 8 15 11	Nov 1853	S. not in good order.
12	1845	Hivari	1,112	32	31	Govind Náráyan	Ditto ..	10 0 11 5	Do. do.	S. improving.
13	1839	Junir	1,938	97	83	Náro Bálerishná	Ditto ..	20 0 5 7	Do. do.	S. and M. both good.
14	1839	Ghore	4,555	50	44	Rámchandra Náráyan	Ditto ..	12 0 13 4	Do. do.	S. in tolerable order.
15	1847	Avasari	2,425	45	40	Dámodhar Vishnu.....	Ditto ..	10 0 13 9	Do. do.	S. much improved.
16	1830	Kher.....	2,750	53	49	Govind Ballál Bapat.....	Ditto ..	12 8 17 8	Do. do.	Do. do.
17	1842	Chús.....	1,127	33	32	Bálerishná Govind	Ditto ..	10 0 11 7	Do. do.	S. and M. both good.
18	1845	Kadús	1,064	64	41	Rámchandra Náráyan	Ditto ..	12 0 12 2	Do. do.	Do. do.
						Venayek Bájiuji	Ditto ..	1 4 0 7	Do. do.	An industrious teacher.
19	1848	Chákan	2,500	81	74	Bájiuji Máhadeo.....	Ditto ..	10 0 5 6	Do. do.	An excellent S. and M.
20	1840	Paud	1,084	35	32	Konda Chintánon	Ditto ..	10 0 3 0	Do. do.	S. in tolerable order.
		<i>Ahmednuggur</i>								
		<i>Collectorate.</i>								
21	1826	Ahmednuggur, No. I.		127	116	Vásudeva Bhikáji	Ditto ..	19 8 5 6	Mar 1854	An excellent S. and M.

22 1826	Ditto, No. II.	25,000	84 Govind Krishná	Ditto	19	8	4	6	Do.	do.	S. much improved.
23 1832	Ditto, No. III.	107	103 Krishnáji Gaornáth	Ditto	14	8	18	1	Do.	do.	Do. do.
24 1843	Karjat	53	49 Chintámon Víthal	Ditto	10	0	1	10	Apr 1854	S. improving.	
25 1849	Kharde	41	37 Rámchandra Balvant	Ditto	10	0	5	10	Dec 1852	S. not examined during the year.	
26 1841	Jamkhed	46	38 Pándurang Sakharám	Ditto	10	0	13	3	Do.	do.	Do.
27 1842	Parnair	51	51 Bálcrishná Govind	Ditto	10	0	1	10	Do.	do.	Do.
28 1841	Rahurí	75	73 Keshava Krishná	Ditto	10	0	9	9	Mar 1854	S. much improved.	
29 1848	Korhale	51	48 Náro Malhár	Ditto	10	0	14	1	Do.	do.	S. in tolerable order.
30 1844	Rahate	43	39 Raghubáth Rámchandra	Ditto	10	0	17	6	Do.	do.	S. in satisfactory state.
31 1846	Purtambe	70	65 Laxumon Janárdhan	Ditto	15	0	12	5	Do.	do.	One of the best S. and M.
32 1846	Kopargeum	60	53 Víthal Atmáram	Ditto	10	0	8	1	Feb 1854	S. in tolerable order.	
33 1837	Yoleh	102	82 Náro Víthal	Ditto	19	8	10	9	Do.	do.	S. much improved.
34 1844	Chandvad	92	86 Bálaji Bápúji	Ditto	12	8	14	10	Dec 1853	Do.	do.
35 1845	Sukene	40	30 Bháskar Máhádeo	Ditto	10	0	6	2	Do.	do.	S. in an unsatisfactory state.
36 1847	Dindori	2,000	39 Máhádeo Janárdhan Neneh	Ditto	10	0	6	5	Do.	do.	Do.
37 1826	Nasik, Maráthi	257	212 Laxumon Narsing	Ditto	24	8	5	6	Do.	do.	Largest and one of the best S. in the division.
38 1845	Nasik, Hindustáni.	21,800	Ráoji Nárgyan	Ditto	15	0	0	8	....	....	Industrious teacher.
39 1836	Trimbak	32	Trimbak Purashráam	Ditto	5	0	6	7	....	....	Do.
40 1844	Sinnar	3,500	Krishnáji Rámchandra	Ditto	6	0	0	8	....	....	Do.
41 1847	Vavl.	7,000	26 Máhommed Hussien	Musalman.	20	0	11	0	Jan 1853	No report received.	
42 1834	Sanganner, Mar.	2,000	67 Vámanaji Trimbak	Brahmin	10	0	10	9	Dec 1853	S. in satisfactory state.	
43 1845	Sanganner, Hin.	128	33 Náro Bhikáji	Ditto	16	0	27	9	Do.	do.	S. in an unsatisfactory state.
44 1845	Dandarpal	7,405	98 Rámchandra Trimbak	Laud	10	0	4	6	Do.	do.	S. in good order.
45 1832	Akoleh	1,808	118 Rágho Máhádeo	Brahmin	20	0	14	2	Do.	do.	M. and S. both good.
		8,796	29 Shaik Máhommed	Musalman	10	0	7	10	Do.	do.	S. in tolerable order.
			34 Rámchandra Dinkar	Brahmin	10	0	8	3	Nov 1853	Do.	do.
			82 Pandurang Trimbak Bowálkar	Ditto	30	0	23	9	Do.	do.	M. and S. both excellent.
46 1838	Kotul	2,209	58 Vishnu Víthal	Ditto	10	0	4	9	Do.	do.	S. in creditable state.

No. of Schools.	Name of Town or Village.	Estimated Population.	No. of Pupils	Name of Master, and Assistant Master.	Code.	Pay per Mensem.	Length of Service.	When last examined.	Remarks.
			On Register.	Present at Examination.		Rs. a. Y. m.			
47	1827 Sholapoor	30,812	91	90	Janárdhan Rámchandra	Brahmin ..	21 0 10	3 Nov 1852	S. not examined during the year.
48	1846 Charchan	3,062	37	29	Govind Ganesh	Ditto ..	10 0 2	8	Do.
49	1840 Mangoli	5,000	31	20	Raghunáth Trimbak	Ditto ..	12 0 8	1 Oct 1852	Do.
50	1848 Bhagevadi	8,000	22	20	Krishnáji Apaji	Ditto ..	10 0 13	4 Do. do.	Do.
51	1846 Mudebehal	1,945	33	20	Shaikh Nabu	Musalman ..	8 0 5	7 Nov 1852	Do.
52	1846 Hipargi, Can.	2,822	60	33	Vishnu Raghunáth	Brahmin ..	10 0 5	2 Do. do.	Do.
53	1846 Shindgi	2,586	27	49	Krishnáji Rámchandra	Ditto ..	10 0 5	3 Do. do.	Do.
54	1846 Almél	4,100	32	26	Raghunáth Eshwant	Ditto ..	10 0 8	1 Do. do.	Do.
55	1851 Indi	3,152	55	29	Govind Pándurang	Ditto ..	10 0 8	0 Do. do.	Do.
56	1836 Mohol	5,000	56	51	Náro Gangúdhár	Ditto ..	12 0 18	5 Apr 1854	S. not in a very good state.
57	1836 Madhe	4,724	61	50	Hári Keshava	Ditto ..	15 0 11	6 Do. do.	S. in good order.
58	1849 Vairag	9,032	56	51	Bábjí Krishná	Ditto ..	10 0 4	10 Do. do.	Do.
59	1831 Barsi	9,807	85	50	Náro Raghunáth	Ditto ..	20 0 17	6 Do. do.	S. not in a satisfactory state.
60	1846 Karnala	6,000	72	73	Rámcrishna Raghunáth	Ditto ..	12 8 15	5 Do. do.	S. in good order.
				66	Raghunáth Bhaskar				
61	1826 Dhulia	10,069	146	136	Bálcishna Trimbaka	Ditto ..	25 0 15	5 Jan 1854	One of the best S. and M.

NOTE.—S. denotes School,
M. Master.

62/1847 Malligraum	7,400	129	Vishnu Trimbaka	Ditto ..	12	0	3	11	.....	Industrious teacher.
63/1843 Erandole	8,049	90	Balerishna Bibaji	Ditto ..	20	0	4	6	Jan 1854	One of the best S. and M.
64/1846 Jamnair	6,500	65	Parshotam Atmaram	Ditto ..	12	0	10	4	Do. do.	S. in good order.
65/1848 Naampur	2,000	41	Trimbaka Mahipat	Ditto ..	12	8	8	1	Feb 1854	S. not well managed.
66/1848 Betavad	2,690	35	Mahadorao Raghunath	Ditto ..	10	0	11	5	Jan 1854	S. not in satisfactory order.
67/1848 Talikara	2,000	45	Ganesh Malhar	Ditto ..	10	0	4	10	Do. do.	S. in tolerable order.
			Ramchandra Venayek	Ditto ..	10	0	4	10	Do. do.	S. in good order.
<i>Districts of Satara.</i>										
68/1852 Sattara, No. I.	28,035	110	Mahadorao Ramchandra	Ditto ..	25	0	2	3	Nov 1853	M. and S. both good.
69/1853 Ditto, No. II.	10,980	103	Amritao Hari	Ditto ..	10	0	6	4	.....	A tolerable teacher.
70/1853 Wal .....	.....	148	Ganesh Ramchandra	Ditto ..	10	0	1	1	Sep 1853	S. in good order.
	.....	103	Bhau Sakharam Joshi	Ditto ..	30	0	1	0	Do. do.	A new S. well conducted.
	.....	87	Vasudeo Chinnaji	Ditto ..	12	0	0	7	.....	Good teacher.
	.....	87	Shitarum Balerishna	Maratha ..	30	0	0	5	.....	S. lately established.
	.....	41	Kashinath Vishvanath Shastri ..	Brahmin ..	30	0	0	5	.....	Do. do.
	.....		Ganesh Narayan Parajpay ..	Maratha ..	30	0	0	1	.....	Do. do.

NOTE.—In this division there are also 50 village schools in the Purandhar districts of the Poona collectorate, containing 1757 boys.

APPENDIX No. VIII.

Return of Government Vernacular Schools in the 2nd Division, comprising the Collectorate of Surat, Broach, Ahmedabad, and Kaira, under the Superintendence of James Graham, Esq.

Name of Town or Village.	When established.	Estimated Population.	No. of Pupils		Name of Master, and Assistant Master.	Caste.	Pay per Mensem.	Length of Service.	When last examined.	Remarks.		
			On Register.	Present at Examination.								
<i>Surat Collectorate.</i>												
1	1820	Surat No. I.	181	143	Tripurúshankar Manishankar.	Brahmin ..	25	0	10	0	Feb 1854	One of the best S. and M. Good teacher.
2	1826	Ditto No. II.	76	61	Hargovandús Kálandas	Vania ...	5	0	1	1	....	S. in tolerable order.
3	1843	Ditto No. III.	60	51	Pránshankar Umínúth	Brahmin ..	19	0	27	0	Do. do.	M. recently appointed.
4	1847	Ditto No. IV.	102	79	Keshavarám Anritráam	Ditto ..	15	0	2	3	Do. do.	An excellent teacher.
5	1848	Ditto No. V.	109	85	Ratanshankar Manishankar ..	Vania ...	19	0	5	0	Do. do.	Do. do.
6	1849	Ditto No. VI.	86	78	Tribhuvandús Mathurádus ..	Brahmin ..	10	0	6	0	Do. do.	A tolerable do.
7	1848	Ditto No. VII. Hin.	65	50	Abdul Raúf	Musalman ..	20	0	5	0	Do. do.	S. in tolerable order.
8	1841	Kaliavadi	50	43	Laxmirám Narotam	Brahmin ..	19	0	17	0	Dec 1853	Do. do.
9	1830	Bakad	80	72	Shivprasád Ruprám	Ditto ...	19	0	19	0	Nov 1853	Do. do.
10	1850	Pardi	80	45	Párvatishankar Durgushankar	Vania ...	15	0	3	6	Do. do.	S. in good order.
11	1848	Surbhon	2,035	39	Kirpáram Aditrám	Brahmin ..	10	0	5	0	Do. do.	S. not in good order.
12	1847	Bardoli	3,300	53	Harnúráyán Náronráam	Ditto ...	15	0	6	6	Do. do.	Do. do.

NOTE.—S. denotes School, M. Master.

13 1851 Mandavi	6,000	43	42	Ramnath Jagannath	Ditto ..	15	0	2	8	Do. do.	S. in satisfactory state.
14 1830 Mota	2,800	35	33	Prigji Valabji	Ditto ..	15	0	1	2	Do. do.	M. going on well.
15 1849 Rander	9,078	49	36	Shivcharām Ratanrām	Ditto ..	10	0	....	Feb 1854	M. recently appointed.	
16 1827 Orpad	4,300	60	48	Ichūrām Vishvanāth	Ditto ..	19	0	23	0	Dec 1853	M. and S. bad.
<i>Broach</i>											
<i>Collectorate.</i>											
17 1826 Broach	31,312	147	114	Makūndrām Ashūrām	Ditto ..	25	0	27	0	Do. do.	S. in good order.
18 1830 Anklesar	7,839	69	62	Jamnādās Vandravandās	Vania	5	0	1	0	....	Tolerable teacher.
19 1833 Ahmed	4,425	84	62	Keshavarām Vishvanāth	Brahmin ..	19	0	22	0	Do. do.	S. not in good order.
20 1830 Jambusar	12,589	114	87	Bhovānīnand Ganpatīnand	Ditto ..	19	0	1	0	Do. do.	S. much improved.
21 1853 Hansote	4,000	46	44	Vakatrām Ajarāmār	Ditto ..	19	0	16	0	Do. do.	S. in good order.
				Umedrām Ichūrām	Ditto ..	19	0	0	10	Do. do.	S. recently established.
<i>Ahmedabad</i>											
<i>Collectorate.</i>											
22 1826 Ahmedabad No. I.	000,001	240	198	Tuljārām Sukrām	Ditto ..	30	0	27	0	Jan 1854	A large and good S.
				Hargovand Narsingrām	Ditto ..	5	0	4	0	....	Promising young teacher.
				Sukalchand Vithaldās	Vania	3	0	1	7	....	Do. do.
				Chugan Mahāshankar	Brahmin ..	2	0	1	7	....	Do. do.
23 1826 Ditto No. II.		102	89	Mahādūrām Ambārām	Ditto ..	15	0	23	0	Do. do.	S. in tolerable order.
24 1848 Ditto No. III.		139	117	Ranchod Amichand	Kunbi	19	0	7	0	Do. do.	S. in good order.
25 1849 Ditto No. IV.		161	150	Lālbhāi Ruprām	Brahmin ..	20	0	4	0	Do. do.	One of our best S. and M.
				Ashārām Motrām	Ditto ..	5	0	2	7	....	Tolerable teacher.
26 1827 Dholka	19,971	98	79	Nathulbhai Ghelābhāi	Ditto ..	10	0	6	0	Do. do.	S. in good order.
27 1847 Dholera	7,000	72	66	Ruprām Ashārām	Ditto ..	10	0	5	0	Do. do.	Do. do.
28 1830 Danduka	7,000	89	77	Jagannāth Girjashankar	Ditto ..	19	0	23	0	Do. do.	M. and S. both good.
29 1852 Bhaonagar	4,000	83	52	Ugreshwar Ajarāmār	Ditto ..	20	0	3	0	Do. do.	S. in satisfactory state.
<i>Kaira</i>											
<i>Collectorate.</i>											
30 1826 Kaira	1,291	136	120	Ganpatrām Nathurām	Ditto ..	18	8	0	11	Dec 1853	S. and M. both good.

No. of Schools.	Name of Town or Village.	Estimated Population.	No. of Pupils		Name of Master, and Assistant Master.	Caste.	Pay per Mensem.	Length of Service.	When last examined.	Remarks.
			On Register.	Present at Examination.						
31	1826 Nariad	20,782	277	250	Tuljaram Somnath	Brahmin ..	Rs. a. Y. m. 25 0 13 0	Dec 1853	Largest and one of the best S. in the division.	
32	1838 Mahar	4,500	85		Dahyabhai Khadwas	Ditto ..	5 0 0 6	....	Promising young teacher.	
33	1848 Mehmedabad	7,240	68	74	Dahyabhai Narbhairam	Ditto ..	5 0 0 4	....	Tolerable teacher.	
34	1830 Mahuda	9,400	103	60	Parshotam Veniram	Ditto ..	10 0 6 0	Do. do.	S. going on well.	
35	1830 Umrat	13,652	113	93	Govindram Hariram	Ditto ..	15 0 4 0	Do. do.	An excellent teacher.	
36	1830 Kepadvanj	12,428	58	93	Laxminarayn Shivnarayan ..	Ditto ..	18 8 13 0	Do. do.	M. negligent.	
				54	Ghelabhai Jagivan	Ditto ..	18 8 9 0	Jan. 1854	S. unsatisfactory.	
						Ditto ..	18 8 9 0	Do. do.	An excellent teacher.	

APPENDIX No. IX.

Return of Government Vernacular Schools in the 3rd Division, comprising the *Collectorates of Tanna, Rutuagiri, Belgaum, and Dharwar, under the Superintendence of F. P. Baker, Esq.*

No. of schools.	When established.	Name of Town or Village.	Estimated Population.	No. of Pupils		Name of Master, and Assistant Master.	Caste.	Pay per Mensm.	Length of Service.			When first examined.	Remarks.
				On Register.	Present at Examination.				Rs.	a.	Y.	m.	
1	1822	Tanna	11,150	17	14	Naráyan Babúcharyá	Brahmín	20	0	2	8	Dec 1853	S. not in a very good condition.
2	1830	Kalian	7,000	160	148	Sakharám Shivarám	Ditto	19	8	10	11	Jan 1854	S. much improved.
3	1835	Bassein	6,615	124	95	Dúji Moreahwar	Ditto	15	0	20	11	Dec 1853	S. in good order.
4	1839	Mahad	5,900	120	107	Kashináth Bapuji Ok	Ditto	12	0	13	11	Jan 1854	S. much improved.
5	1831	Parvel, Mar.	7,000	108	91	Kashináth Krishná	Ditto	19	8	14	11	Dec 1853	S. in tolerable order.
6	1840	Ditto, Hind.	37	35	Syed Mahomed	Muslimán	Brahmín	10	0	0	2	Do. do.	Worst S. in this collectorate.
7	1840	Mahm.	4,000	122	116	Govind Dinkar Chitle	Brahmín	15	0	13	10	Jan 1854	S. in good order.
						Gopál Sakarám	Ditto	6	0	1	9	....	Competent and attentive.

No. of Schools.	Name of Town or Village.	Estimated Population.	No. of Pupils.	Name of Master, and Assistant Master.	Caste.	Pay per Mensem.	Length of Service.	When last examined.	Remarks.
When established.			On Register.	Present at Examination.		Rs. a. Y. m.			
Rutnagiri Collectorate.									
8	1823 Rutnagiri, No. I.	8,100	210	194 Gangádhara Rámchandra	Brahmin ..	25 0 12	6 Feb 1854	One of the best S. and M.	
				Bápuji Govind Abhankar ..	Ditto ..	10 0 1	3	A competent teacher.	
				Gopal bin Raghushett	Vani	6 0 2	2	Do. do.	
				Vásudeva Luxumon Limaya.	Brahmin ..	6 0 1	11	Do. do.	
9	1823 Ditto, No. II.		285	242 Shivarám Bhaskar Káre....	Ditto ..	18 0 11	2 Do. do.	The largest and one of the best S. we have.	
				Antáji Babji Joshi	Ditto ..	5 0 1	10	A competent teacher.	
				Vámanáji Vithal Goreb.	Ditto ..	3 0 1	6	Do. do.	
10	1843 Harnai	7,200	95	83 Vishvanath Vishnu	Ditto ..	15 0 5	0 Jan 1854	S. in good order.	
11	1834 Murud	1,500	66	58 Venúyok Govind	Ditto ..	10 0 11	11 Do. do.	S. much improved.	
12	1847 Jalgaum	2,700	79	75 Vásudeva Keshava	Ditto ..	10 0 5	10 Do. do.	S. in tolerable condition.	
13	1843 Palgad	2,100	77	67 Bápu Sona Sáwant	Maratha ..	12 0 6	5 Do. do.	S. in a satisfactory state.	
14	1843 Khed	2,200	118	93 Sakharám Nilkant.	Brahmin ..	12 0 8	10 Do. do.	S. much improved.	
15	1833 Chiplun	6,000	173	146 Parshotam Janárdhan	Ditto ..	19 0 5	6 Do. do.	S. in good order.	
				Vishnu Prabakar	Ditto ..	3 0 0	11	Attentive.	
16	1854 Dabhol	3,000	140	126 Rámji bin Hari Agáshe	Maratha ..	12 8 6	0 Do. do.	A very good S.	
17	1849 Anjanwel	2,100	57	57 Vámanáji Govind	Brahmin ..	10 0 6	6 Do. do.	S. in good order.	
18	1837 Gohagar	2,653	108	93 Rágho Sakharám Khare....	Ditto ..	15 0 11	1 Feb 1854	Do. do.	
				Ganesh Dhoudeo Káre	Ditto ..	5 0 1	0	Attentive.	

NOTE.—S. denotes School.
M. Master.

19	1831	Rajpur	6,100	114	92	Dhodu Vithoji Amrito	Maratha	12	0	6	5	Do.	do.	S. in tolerably good order.
20	1841	Malwan	10,000	173	129	Vichal Moreshwar	Brahmin	10	0	6	9	Do.	do.	A very large and good S.
21	1843	Someshwar	1,500	42	35	Naro Mahadeva Phudke	Ditto	15	0	5	5	Do.	do.	Worst S. in this Collectorate.
22	1844	Vingurla	5,000	112	102	Mahadeva Laxumon	Ditto	15	0	5	6	Do.	do.	S. in an unsatisfactory state.
23	1847	Pawas	2,600	71	64	Murari Bhamshet Bede	Vani	10	0	3	7	Do.	do.	S. much improved.
24	1848	Palshet	2,250	78	71	Keshava Vithal	Brahmin	10	0	5	9	Do.	do.	Do.
25	1851	Malgaund	2,100	120	110	Bhanu Abushet	Shimpi	10	0	9	10	Do.	do.	An excellent S.
Belgaum														
Collectorate.														
26	1830	Belgaum, Mar	238	210	Naro Ramechandra Jambhekar	Brahmin	25	0	13	6	Mar 1854	Best S. in the Collectorate.		
27	1838	Ditto, Can	16,150	192	Naro Ramechandra Datar	Ditto	12	0	4	6	....	....	....	Gives satisfaction.
28	1838	Sampgaum	2,400	59	Kashinath Keshava Gudre	Ditto	5	0	1	6	....	....	....	Do.
29	1838	Bailhongol	6,900	93	Janiardhan Krishna	Ditto	15	0	15	11	Do.	do.	do.	A good S.
30	1840	Gokak	13,000	87	Parvaya bin Lingayya	Maratha	12	8	5	11	Oct 1853	S. much improved.		
31	1841	Sadulga	5,190	84	Balaaji Gopal	Lingayat	12	8	13	8	Do.	do.	do.	S. in a satisfactory state.
32	1849	Jambuti	2,400	43	Raoji Balcrishna	Brahmin	12	0	2	3	Sep 1853	Do.	do.	A competent teacher.
33	1849	Khanapur	3,600	82	Kashinath Yedneshwar	Ditto	12	8	9	4	Do.	do.	do.	A very good S.
34	1838	Savadati	6,000	89	Jairam Yedneshwar	Ditto	10	0	1	9	Do.	do.	do.	S. not in a satisfactory state.
35	1844	Itgi	23,000	47	Naro Trimbak	Ditto	10	0	5	10	Oct 1853	S. in tolerable order.		
36	1838	Bidi	2,200	85	Prabhu bin Subhanji	Maratha	9	0	5	11	Do.	do.	do.	Do.
37	1826	Dharwar, Mar	24,000	108	Vorupaksh Pawadeshwar	Brahmin	9	0	0	11	Mar 1854	Worst S. in this Collectorate.		
38	1838	Dharwar	2,200	85	Swamirao Venkatesh	Ditto	10	0	6	4	Oct 1853	S. much improved.		
39	1826	Dharwar, Mar	24,000	108	Balcrishna Mahadeva	Ditto	30	0	27	10	Mar 1854	Best and largest S. in the Collectorate.		

No. of Schools.	When established.	Name of Town or Village.	Estimated Population.	No. of Pupils		Name of Master, and Assistant Master.	Caste.	Pay per Mensem.	Length of Service.	When last examined.	Remarks.
				On Register.	Examination.						
								Rs. a.	Y. m.		
38	1833	Dharwar, Can....	24,000	110	84	Shivarudraya bin Gurulingayya	Lingayat..	12 0	8 10	Mar 1854	S. in pretty good condition.
		<i>Dharwar</i>				Govind Prabhakar.....	Brahmin..	10 0	1 6	....	Gives satisfaction.
		<i>Collectorate</i>				Ranchandra Abaji Kerre....	Ditto ..	4 0	0 2	....	Do. do.
		<i>(continued).</i>				Rhondu Dattatraya	Ditto ..	4 0	1 10	....	Do. do.
						Malhari Keshava	Ditto ..	2 0	1 8	....	Do. do.
						Shivarudraya bin Gurulingayya	Lingayat..	12 0	8 10	Mar 1854	S. in pretty good condition.
						Bhimaji Timaji.....	Brahmin..	3 0	4 11	....	Gives satisfaction.
39	1846	Morab	3,470	53	51	Ghodusing bin Shivaramsing.	Rajput....	10 0	8 9	Oct 1853	S. in tolerable condition.
40	1844	Navalgund	8,000	115	109	Krishnaji Keshava Sane	Brahmin..	8 0	2 8	Do. do.	Do. do.
41	1826	Hubli, Mar.....	26,000	144	114	Vishnu Babji Sane.....	Ditto ..	20 0	16 11	Nov 1853	Do. do.
						Krishnaji Shivaram Kelkar...	Ditto ..	4 0	....	....	A competent teacher.
42	1835	Ditto, Can.....	4,450	103	88	Hunant Jivaji	Ditto ..	10 0	10 1	Do. do.	S. improved.
43	1840	Baukapur	4,880	59	50	Gangadhar Madvalleshwar....	Lingayat..	10 0	6 1	Do. do.	Do. do.
44	1844	Haugal	10,000	89	68	Rachotappa bin Gurubasweshwar	Ditto ..	10 0	8 2	Do. do.	S. in a satisfactory state.
45	1836	Ranbinur	2,800	86	74	Bhimaji Balaji	Brahmin..	15 0	11 11	Do. do.	S. in tolerable condition.
46	1848	Kalghatgi	2,000	66	56	Virupatech Sesho.....	Ditto ..	3 0	1 11	Do. do.	Not very efficient.
47	1846	Misrikote.....		54	45	Antaji Vittal Godbole.....	Ditto ..	10 0	4 10	Oct 1853	S. in an unsatisfactory state.
						Ranchandra Madhusa	Khatri....	10 0	5 10	Do. do.	S. much improved.

APPENDIX No. X.

Return of Vernacular Schools in the Province of Katiawar, under the Superintendence of Bhogilal Pran-walabdas, Esq.

No. of Schools.	Name of Town or Village.	Estimated Population.	No. of Pupils.		Name of Master, and Assistant Master.	Caste.	Pay per Mensem.	Length of Service.			When last examined.	Remarks.
			On Register.	Present at Examination.				Rs.	a.	y. m.		
1	1853 Rajkote	6,000	234	232	Durgaram Mancharam	Brahmin ..	75	0	27	7	Oct 1853	M. transferred from Surat Vernacular school No. 1.
2	1852 Junagad	28,950	86	64	Pranlal Mathuradas	Ditto ..	25	0	0	11	....	M. ditto Rajkote Govt. school.
3	1853 Nava Nagar	35,968	150	1	Keshavnrai Dhirajram	Brahmin ..	15	0	1	6	....	M. ditto Elphinstone Institution.
4	1854 Vadivan	16,900	75	1	Balvantrai Dhanuath	Khatr ..	15	0	0	3	....	Newly appointed.
5	1854 Dhoraji	19,700	60	1	Gulabdas Brijbhokandas	Vania ..	50	0	0	11	....	Do.
6	1854 Morbi	14,333	115	1	Pandulal Mohanlal	Kayast ..	50	0	0	11	....	M. lately appointed.
7	1851 Nagnesh	1,500	3	1	Gopulji Surbhai	Brahmin ..	50	0	0	5	....	Do.
8	1851 Chuda	1,800	5	1	Sevakram Rajaram	Ditto ..	25	0	0	11	....	Do.
9	1853 Gondal	8,500	13	1	Motilal Madhura	Ditto ..	30	0	2	9	Oct 1853	M. good.
10	1851 Rajkote	6,000	9	1	Dolatram Uttamram	Ditto ..	50	0	2	6	Do.	Ditto.
11	1853 Lakhtar	1,333	15	1	Sukhdaram Aditram	Ditto ..	50	0	0	11	Do.	Ditto.
12	1854 Vankaner	4,575	15	1	Dharamsi Shanji	Lavana ..	15	0	3	4	Do.	M. indifferant.
					Ganpatram Rajaram	Brahmin ..	35	0	0	10	Do.	M. transferred from Raj-cote Government school.
					Umiasbankar Raghunath	Ditto ..	15	0	0	3	Not exd.	M. newly appointed.

NOTE.—The six last Schools are supported wholly by the Chiefs of the towns named.

APPENDIX No. XI.

Return of Vernacular Schools at the Presidency, under the Superintendence of John Harlness, Esq., A.M.

No. of Pupils	Where situated.	No. of Pupils	Name of Master, and Assistant Master.	Caste.	Pay per Mensem.	Age.	Length of Service.	When last examined.	Remarks.
1	1824 Esplanade, Mar.....	88	83 Narayan Vishwanath Shastri ... Bhikaji Bhaskar	Brahmin .. Ditto ..	Rs. a. Y. m. 30 0 44 20 0	44 20 1	20 1	Nov 1853	S. in good order. Gives satisfaction.
2	1836 Kumbhar Tukdi, do.	105	Venayek Eshwant	Ditto ..	18 0 30 13 8	30 13 8	8	....	Do. do.
3	1833 Vitthal Vadi, do.....	42	Sakharam Vasudeva Shastri ... Ramchandra Trimbak	Ditto .. Ditto ..	12 0 32 3 5	32 3 5	5	....	Do. do.
4	1846 Mahim, do.....	33	Janardhan Narayan	Ditto ..	18 0 30 9 4	30 9 4	4	Do. do.	S. in good order.
5	1826 Esplanade, Guj.....	129	Moresbhar Vishwanath	Ditto ..	7 0 23 2 3	23 2 3	3	....	Gives satisfaction.
			Chamanlal Nandlal	Kayast	20 0 34 15 4	34 15 4	4	Do. do.	S. in good order.
			Pranshankar Dayashankar	Brahmin ..	10 0 35 7 4	35 7 4	4	Do. do.	S. in tolerable order.
			Dinabhat Shambhunath	Ditto ..	30 0 24 2 10	24 2 10	10	Do. do.	S. in good order.
6	1836 Paidhoni, do.	47	35 Balgovind Bhagvandas	Vania ..	15 0 27 7 9	27 7 9	9	....	Gives satisfaction.
7	1834 Kazi Street, Hin.....	30	28 Mahomed Husein Khat Khote..	Mussalman.	10 0 45 3 5	45 3 5	5	....	Do. do.
					10 0 26 5 7	26 5 7	7	....	Do. do.
					15 0 38 21 1	38 21 1	1	Do. do.	S. in an unsatisfactory state.
					25 0 41 19 0	41 19 0	0	Do. do.	S. in tolerable order.

NOTE.—S. denotes School,
M. Master.

APPENDIX No. XII.

Return of Students appointed to the Public Service, in accordance with Rule 8 of the Government Notification of May 20th, 1852.

Name.	Where Educated.	On what Salary.	In what Office.
Rajavendra Ashvath	Dhulia Vernacular School No. I.	10	In the Adalat at Dhulia.
Kand Vishvanath	Rutnagiri Vernacular School No. I.	9	In Collector's Office, Rutnagiri.
Balwant Babji	Ahmednuggur Vernacular School No. I.	10	In the Cutcheri of the Mamlutdar of Karda, Ahmednuggur Collectorate.
Ramchandra Balaji Sirjori	Dharwar Canarese School	10	In the Huzur Kutcheri of the Collector of Dharwar.

APPENDIX No. XIII.

LETTER FROM GOVERNMENT, FORWARDING A REPORT BY THE MEDICAL BOARD ON THE RESULTS OF THE ESTABLISHMENT OF THE GRANT MEDICAL COLLEGE.

No. 3894 OF 1853.

GENERAL DEPARTMENT.

TO THE SECRETARY TO THE BOARD OF EDUCATION.

SIR,

I am directed to forward copy of a letter from the Medical Board, giving a highly gratifying account of the entire success of the efforts hitherto made to impart Medical Science to the Natives of this country.

2. I am to request that it may be published as an appendix to the Report of the Board of Education for the present year.

I have the honour to be, Sir,

Your most obedient Servant,

(Signed) C. J. ERSKINE,

Acting Secretary to Government.

Bombay Castle, 19th November 1853.

No. 1979 OF 1853.

TO THE SECRETARY TO GOVERNMENT,

General Department.

Bombay, Medical Board Office, 10th October 1853.

SIR,

In acknowledging the receipt of your letter No. 3193, dated the 27th ultimo, and its accompanying extract of despatch from

the Honorable Court of Directors, No. 24, dated 13th July last, I am directed by the Medical Board to state, that having given the remarks of the Honorable Court their best consideration, they are of opinion that no necessity at present exists "for the employment for a time of one or more of the Sub-Assistant Surgeons visiting some of the principal towns in succession, and, during a longer or shorter sojourn, affording to the inhabitants the opportunity of having medical advice and medicines free of charge." If, hereafter, matters were to follow a different course from that which up to this time has existed, and that there were neither demands for the services of Sub-Assistant Surgeons, nor for the establishment of dispensaries of the first and second kinds, then would it become highly expedient, in fact necessary, to adopt the propositions of the Honorable Court to establish, for a time, in some of the principal towns in succession, dispensaries of the third kind, that is, those of which the entire cost is borne by Government.

2. So far, however, from there being any difficulty in providing for the Graduates or Sub-Assistant Surgeons, it is the fact, that if at present a demand from any quarter for a servant of the latter class were to be made, there would be no possibility of complying with it, inasmuch as there is not one now available, all in the Government service, seven in number, being usefully and fully employed in the situations to which the Government have been pleased to nominate them.

3. With the view of enabling the Honorable Court to fully appreciate the immense advantages which already, as it seems to the Medical Board, begin to flow from the establishment of the Grant Medical College, and from the location in the midst of their countrymen of well-educated Native Medical men, the Medical Board beg in a few paragraphs to submit a brief history of the three different batches of Graduates who have issued from the Grant Medical College.

4. In April 1851, eight Graduates received the diploma. Of these, three, viz. Messrs. Bhau Daji, Merwanji Sorabji, and Burjorji Dorabji, declined Government employment, and established themselves in independent practice in Bombay. The remaining five, viz. Messrs. S. A. D'Carvalho, J. C. Lisboa,

Ananta Chandroba, P. F. Gomes, and Atmáram Pándurang, were appointed Sub-Assistant Surgeons, and entered into the employment of Government.

5. Mr. Carvalho and Mr. Lisboa were attached to the Grant College and Jamsetjee Jejeebhoy Hospital, the first to examine the junior classes in chemistry and materia medica, the second to examine the junior classes in anatomy, and both to do duty in the hospital. They have continued since in the discharge of these duties; their assistance in the College has been very useful. They have each charge of two wards in the hospital, and one assists in the male and the other in the female dispensary. In these hospital and dispensary duties, they have been found most efficient and trustworthy. They are not precluded from private practice, and it is very probable that before long they will be disposed to give up Government employment, and depend on their own exertions.

6. Mr. Ananta Chandroba was in the first instance attached to the dispensary at Indore; his services were then transferred to the Government of India for employment with the Bheel Corps, and to take medical charge of the station of Bhopawur. He has given every satisfaction.

7. The people of Bandora in Salsette, in conjunction with those of the adjoining town of Mahim, established a dispensary of the second kind, that is, one, of which half the cost is borne by Government and half by the community, and applied for Mr. Gomes to be appointed to the medical charge. He continued there (the daily attendance in the dispensary being from 40 to 50 exclusive of in-patients) till the 29th June 1853, when he resigned his Sub-Assistant Surgeoncy and established himself in independent practice in Bombay, on the solicitation of residents who had been in the practice of visiting Bandora.

8. Mr. Atmáram Pándurang was for some time attached to the Jamsetjee Jejeebhoy Hospital, and was entrusted with the charge of one or two wards, the duties of which he conducted with perfect satisfaction. He was then appointed to the temporary charge of the vaccinating duties in the Konkun, and performed these duties likewise satisfactorily. On the death of an old Native practitioner of repute, he was recommended by

his friends to resign the Government service, and establish himself in Bombay. This he did on 14th July 1852.

9. In April 1852, five Graduates received diplomas. Two, Messrs. Dosabhai Bazunji and Narayan Daji, declined Government employment and established themselves in practice in Bombay, the second in association with his brother Mr. Bhau Daji, a Graduate of the preceding year.

10. Three, Messrs. Mancherji Sorabji, Sudasheo Hemraz, and Balcrishna Chintoba, became Sub-Assistant Surgeons and entered into the employment of Government. They were all attached to the Jamsetjee Jejeebhoy Hospital for a few months; then the services of Mancherji Sorabji were transferred to the Government of India, and he was appointed to the medical charge of Kotree in Meywar, and that of a detachment of a Bheel Corps stationed at that place.

11. Mr. Sudasheo Hemraz was appointed to the Residency medical duties in Kutch.

12. Mr. Balcrishna Chintoba was appointed to the charge of a dispensary of the second kind at Poona, which had been recently established there, and was supported, as has been stated, partly by the inhabitants, and partly by Government.

13. In April 1853, three Graduates received diplomas: one, Mr. Ardaseer Jamsetji, established himself in practice in Bombay; one, Mr. Nusservanji Bomanji, died, his intention having been also to practice in Bombay; the third, Mr. Ruttonji Beiramji, became a Sub-Assistant Surgeon, was attached to the Jamsetjee Jejeebhoy Hospital for two or three months, and then succeeded Mr. Gomes in charge of the Bandora dispensary.

14. Of the fifteen existing Graduates of the College, seven are in Government employment, viz. two engaged in educational and medical duties in the Grant Medical College and Jamsetjee Jejeebhoy Hospital, Bombay; two in medical charge of dispensaries of the second kind (that is in part self-supporting) at Bandora and Poona; one in charge of the Residency duties and Rao's Dispensary at Bhooj in Kutch; and two employed under the Supreme Government at Bhopawur and Kotree in Meywar. Eight are in independent practice in Bombay, all of them satisfied with their success, and earning incomes, it is believed, of from Rs. 200 to Rs. 600 a month.

15. Two gratuitous dispensaries have been established in the Native part of Bombay, in populous districts, apart from the already existing institutions of the same kind. They are both entirely self-supporting, and quite independent of any assistance from Government. One is in the Fort, supported by subscription, chiefly among the Parsees. It was set on foot through the activity of Mr. Burjorji Dorabji, a Graduate of 1851, established in practice. He is its Medical Executive Officer. The Professor of Medicine in the Grant Medical College, and the Professor of Surgery, are the Consulting Physician and Surgeon. It has been opened not quite a year, and upwards of 5,000 sick have been already treated there. There is a daily attendance of between 80 to 100.

16. The other is at Nagdévî ; it is supported entirely at the expense of a Parsee gentleman whose name is unknown to the public. The active agents are Mr. Bhau Daji and his brother Mr. Narayan Daji. It has been opened not quite four months. The average daily attendance is about 120. In this dispensary, attention has been directed to the substitution of the cheaper indigenous drugs for the more expensive ones of the pharmacopœia.

17. Both these independent charitable institutions are conducted on the same system as the dispensaries of the Jamsetjee Jejeebhoy Hospital, and of other hospitals and places, and with as much regularity. The hours are from 7 A. M. till the patients are all prescribed for. The arrangement for the custody of the medicines and for dispensing them are ample, orderly, and cleanly. The patients are all registered.

18. A Medical Society of the Graduates has been established in connection with the Grant College, for the discussion of papers, and mutual improvement. To this Society the returns of self-supporting dispensaries, with which its members are connected, are to be regularly made, and through this channel the papers of these institutions, which are independent of the Government, will reach the Medical Board.

19. In connection with the Society, a Medical Book Club is established ; the best English medical periodicals are regularly received overland, and circulated to the members resident in Bombay.

20. From this detail, the Board think it will be apparent

that the intentions of Government and the Honorable Court are being fully carried out, and that at present nothing more is necessary than to continue in the system just described. If, however, at any time hereafter, the very liberal and humane propositions of the Honorable Court, now reported on, should become necessary, the Medical Board will not fail to address Government on the subject, and to submit the propositions which may then seem desirable.

I have the honour to be, Sir,

Your most obedient Servant,

(Signed) F. MANISTY, Assistant Surgeon,
Secretary Medical Board.

(True copy)

(Signed) C. J. ERSKINE,
Acting Secretary to Government.

APPENDIX No. XIV.

LETTER FROM GOVERNMENT, FORWARDING THE REPORT OF THE GOVERNMENT EXAMINER OF THE GRANT MEDICAL COLLEGE.

No. 1522 OF 1854.

GENERAL DEPARTMENT.

TO THE SECRETARY TO THE BOARD OF EDUCATION.

SIR,

I am directed by the Right Honorable the Governor in Council to forward, for the information of the Board, the accompanying copy of a letter, and of its accompaniments, from Dr. McLennan, reporting the result of the last Examination of Graduates of the Grant Medical College, and of my reply of this date.

2. It is requested that these documents may be published in the next Annual Report of the Board of Education.

I have the honour to be, Sir,

Your most obedient Servant,

(Signed) C. J. ERSKINE,

Secretary to Government.

Bombay Castle, 29th April 1854.

No. 1521 OF 1854.

GENERAL DEPARTMENT.

TO J. McLENNAN, Esq., M.D.,

Physician General.

SIR,

The Right Honorable the Governor in Council desires me to acknowledge your letter of the 8th instant, reporting the result

of the examinations of the students of the Grant Medical College for the Session of 1853-54.

2. This report, like the preceding, is regarded as highly gratifying and satisfactory ; and I am directed to convey to you, and to the gentlemen who acted as Assessors on the occasion, the thanks of Government for the assistance which you have been good enough to render.

3. The Governor in Council requests that you will also express to the Principal and Professors of the Grant Medical College the satisfaction which Government have derived from a perusal of your report; and the high sense they entertain of the zeal, ability, and success with which the duties of instruction have been conducted in the College.

4. In accordance with your recommendation, the Governor in Council is pleased to appoint

Ruttonji Hormasji,
Shamrao Narayan,
Moreshwar Junardhan, and
Balcrustna Suckaram,

to be Sub-Assistant Surgeons on the Medical Establishment of this Presidency.

5. A copy of your report has been furnished to the Board of Education, and, with its accompaniments, will be printed in their next Annual Report.*

I have the honour to be, Sir,
Your most obedient Servant,
(Signed) C. J. ERSKINE,
Secretary to Government.

Bombay Castle, 29th April 1854.

(True copy)
(Signed) C. J. ERSKINE,
Secretary to Government.

* The documents alluded to will be found in Appendix P, at page xlviii of the annexed Report of the Grant Medical College.

APPENDIX No. XV.

GOVERNMENT NOTIFICATION ADMITTING THE
EDUCATIONAL DEPARTMENT TO THE BENEFIT
OF PENSIONS.

GENERAL DEPARTMENT.

The following Extract from the Proceedings of the Governor General of India in Council, containing a Despatch from the Honorable the Court of Directors relating to the grant of Pensions, under the Rules of 1831, to Officers in the Educational Department, is published for general information :—

No. 2422.

Extract from the Proceedings of the Most Noble the Governor General of India in Council, in the Financial Department, under date the 2nd September 1853.

Read the following Despatch from the Honorable the Court of Directors, No. 23 of 1853, dated the 20th July, admitting the Servants of Government employed in the Educational Department to the benefit of the General Pensionary Regulations of 1831 :—

FINANCIAL DEPARTMENT.

No. 23 of 1853.

Our Governor General of India in Council.

1. In the year 1846 you recommended the admission of the Servants of Government employed in the Educational Department to the benefits of the General Pensionary Regulations of 1831.

2. Before deciding upon the question, we required to be furnished with Returns of the Educational Institutions at the

several Presidencies, to enable us to ascertain the expense of the measure which you had submitted to us. These Returns were rendered in your letter of the 30th May 1848, and it appeared from them that the probable charge to the State for pensions would amount to about Rupees 20,000 per annum on the strength of the Educational Establishment as existing at that time. Your financial position was then so unpromising that, viewing the proposal, as we were compelled to do, solely on financial grounds, we felt it necessary to postpone the boon which, on all other considerations, we should willingly have conceded to the Educational Servants.

3. In our Despatch in this Department dated 17th September 1851, No. 50, in reply to a Memorial from the body of Educational Servants employed in the North-Western Provinces, we expressed our regret that we were still prevented, by financial considerations, from complying with their request for the grant of pensions on retirement.

4. Our attention has again been given to the subject, and we have resolved now to withdraw the restriction as respects this valuable class of Public Servants, and to sanction their being admitted to participate in the privileges of the Pension Rules of 1831. We have also determined, with a view of showing our

Vide Clause 3, Rule V. of the Pension Rules of 1831.	estimation of the importance of their services, that the Principals and Head Masters of Colleges or Schools shall be ranked in the same Class with Law Officers and Na-
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tive Judges, and, in like manner with them, be qualified, if incapacitated by age or infirmity, to receive pensions equivalent to one-third of their average monthly salary after fifteen years' service, and to one-half after a service of twenty-two years or upwards. This privilege must be confined to Principals and Head Masters. With regard to all other Educational Servants, a service of twenty years will be a necessary qualification for the minimum rate of pension.

5. The pensions are to be granted only to Servants attached to those Institutions that are wholly or for the greater part supported by our respective Governments, and not to those supported from other sources; and pensions are not to be conceded to

any class of persons inferior to those embraced in the abstract contained in your letter of 30th May 1848, above referred to, the total number of which was at that time 559 persons.

We desire that a copy of the foregoing paras. be transmitted to the Governments of Madras and Bombay, and to the Lieutenant Governor North-Western Provinces, for their information and guidance.

We are, &c.,
(Signed) RUSSELL ELLICE,
„ J. OLIPHANT,
And other Directors.

London, the 20th July 1853.

Ordered, that a copy of the Despatch above adverted to be forwarded to the Governments of Bengal, Madras, and Bombay, and to the Lieutenant Governor of the North-Western Provinces, for their information and guidance, with the intimation that Superannuation Pensions are to be granted only to those Servants attached to the Educational Department who receive Salaries above ten rupees per mensem, as laid down in the Pension Regulations of 1831, which are adverted to by the Honorable Court in their Despatch above mentioned; Medical and Military Servants employed in the Educational Department being excluded from the benefits of the Pension Rules in question.

Ordered also, that a copy of the same Despatch be transmitted to the Civil Auditor, for his information and guidance.

(A true Extract)

(Signed) C. ALLEN,
Secy. to the Govt. of India.

By order of the Right Honorable the Governor in Council,
C. J. ERSKINE,
Acting Secretary to Government.

Bombay Castle, 4th January 1854.

APPENDIX No. XVI.

REPORTS OF NATIVE LIBRARIES AT AHMEDABAD
AND TANNA.

NATIVE LIBRARY AT AHMEDABAD.

No. 105 OF 1854.

JUDICIAL DEPARTMENT.

To the SECRETARY OF THE BOARD OF EDUCATION,
Bombay,

SIR,

I have the honour to submit, to be laid before the Board,
the accompanying original statement relative to the Ahmedabad
Native Library.

I have the honour to be, Sir,

Your most obedient Servant,

(Signed) A. K. FORBES,
Acting Judge.

Ahmedabad Court of Adawlut, 23rd February 1854.

Return for the year 1853, showing the state of the Gujarati Vernacular Society's Native Library at Ahmedabad.

Books.	No. of Books on the 31st Dec. 1852.	Number remaining during the year 1853.	Total Number on the 31st Dec. 1853.	Readers.	Number of readers on the 1st Jan. 1853.			Number admitted during the year 1853.			Number left during the year 1853.			Number remaining on the 31st Dec. 1853.		
					English Readers.	Gujerati Readers.	Total.	English Readers.	Gujerati Readers.	Total.	English Readers.	Gujerati Readers.	Total.	English Readers.	Gujerati Readers.	Total.
English	457	142	599	Brahmins	12	3	15	5	1	6	9	1	10	8	3	11
Gujerati	139	16	155	Shrawaks	5	3	8	5	4	9	4	5	9	6	2	8
Narathi	81	7	88	Missary	2	..	2	2	4	6	..	3	3	4	1	5
Urdu	30	0	30	Parvus	2	..	2	2	..	2	4	..	4	..	..	..
Persian	13	0	13	Kundi	1	1	2	..	..	..	1	1	2	..	..	..
Canarese	3	0	3	Kshatri	..	4	4	1	3	4	..	6	6	1	1	2
Manuscripts	67	0	67	Marathas	2	..	2	..	..	..	2	..	2	..	..	..
Maps, English	6	0	6	Muslimans	2	1	3	..	..	..	1	3	4	..	..	..
Do. Gujarati	4	0	4	Parses	6	1	7	..	1	1	3	1	4	3	1	4
Files of Newspapers	42	11	53	Christians	6	..	6	1	..	1	4	..	4	3	..	3
Total	842	176	1018	.....	38	13	51	10	13	29	29	18	47	25	8	33

(Signed) T. B. CURTIS,
Secretary.

NATIVE LIBRARY AT TANNA.

No. 465 OF 1854.

JUDICIAL DEPARTMENT.

To the SECRETARY TO THE BOARD OF EDUCATION,

Bombay.

SIR,

I have the honour to forward the accompanying Annual Report on the working of the Native Library at Tanna during the past year, and to request that you will be good enough to lay the same before the Board.

I have the honour to be, Sir,

Your most obedient Servant,

(Signed) C. G. KEMBALL,

Acting Assistant Judge and Session Judge in Charge S. S.

Concan Court of Adawlut, Tanna, 13th April 1854.

To R. KEAYS, Esq.,

Judge of the Concan.

SIR,

In compliance with the Government circular letter No. 3477, dated 3rd September 1850, I have been directed by the Committee of the Tanna Native Library to submit an annual report on the working of this Institution, for transmission to the Board of Education.

There was a balance in favour of the Library on the 1st January 1853, of Rs. 307-5-6 ; since that time Rs. 801-7-0 have been received on account of donations and subscriptions, out of which Rs. 62-7-9 have been laid out on the purchase of English, Maráthá, and Gujaráti books.

The following detail will show the expenses incurred during the year under Report for keeping up the Library :—

Establishment charges	..	..	Rs. 156	0	0
Purchase of new books	..	..	62	7	9
Subscription to newspapers	..	..	80	0	0
Postages	..	..	159	0	6
Contingencies	..	..	60	11	4
House-rent	..	..	72	0	0

Rs. 590 3 7

The number of subscribers to the library is 85, of whom 14 are Europeans, and 71 Natives; the average monthly subscription amounts to Rs. 61, which, as compared with the previous year, exhibits a trifling decrease of Rs. 4.

The subjoined is the table showing the numbers of volumes which are in the possession of the library, including purchases and presents :—

English volumes..	..	..	..	..	465
Vernacular books	..	..	..	..	100
Gujarâti ditto..	..	..	..	..	60
Hindustâni ditto..	..	..	..	..	14
Oordoo ditto..	..	..	..	..	24
Canarese ditto..	..	..	..	..	4
Maps and illustrations	..	..	..	..	13
Pamphlets	..	..	..	..	90

Total.. 770

Regulations and Circular Orders, &c. viz :—

Harrison's Code of Regulations for the year 1827.

English Enactments of the Government of India, from the year 1834 to 1852.

Translations of English Enactments of the Government of India, from the year 1834 to 1850.

Circular Orders, both Dewanee and Foujdaree, from the year 1821 to 1850.

Translation of Interpretations, from the year 1828 to 1838.

I am happy to report that the library is in possession of all the newspapers, periodicals, and pamphlets, of which a very few are subscribed for, the rest being supplied gratis through the medium of some Europeans, Native members, and Editors.

I have the honour to be, Sir,

Your most obedient Servant,

(Signed) GANPUTRAO JAIRANG,
Secretary.

Tanna, Native Library, 18th February 1854.

APPENDIX No. XVII.

ANNUAL REPORT
OF THE
ELPHINSTONE INSTITUTION,
FOR THE YEAR 1853.

ANNUAL REPORT
OF THE
ELPHINSTONE INSTITUTION,
BOMBAY,
FOR THE
YEAR 1853.

Bombay:
PRINTED AT THE
BOMBAY EDUCATION SOCIETY'S PRESS.

1854.

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Establishment,
As on the 1st January 1854.

COLLEGE.

Designations.	Names.	Salaries.
<i>Principal, and Professor of Logic, Mental and Moral Philosophy</i>	JOHN HARKNESS, A.M.	Rs. 700
<i>Professor of History and Gene- ral Literature (Europe)</i> ..	R. T. REID, LL.B.	..
<i>(Professor of Mathematics and Natural Philosophy, Acting Professor of History, Literature, and Political Economy</i>	R. S. SINCLAIR, M.A. . .	500
<i>Professor of Chemistry, Botany, and Geology</i>	HERBERT GIRAUD, M.D.	200
<i>Acting Professor of Mathema- tics and Natural Philosophy.</i>	DADABHAI NAOROZJI ..	300

CENTRAL SCHOOL.

Master.....WILLIAM DRAPER, A.M.

Assistant Masters.

Bamanji Pestanji.	Nushirvanji Naorozji.
Jahanghir Barjodji.	Khurshedji Manekji.
Kaikhosru Hormazji.	Harichand Janardhan.
Edalji Nushirvanji.	Maucherji Mervanji.
Pestanji Jahanghirji.	Govind Vishnu.
Hormazji Edalji.	Dinkar Ramchandra.
Babji Amritrao.	

Sanscrit Teacher.

Keshava Shastri bin Sakharam.

Persian Teacher.

Aga Mirza Pir Mahamad.

VERNACULAR TEACHERS.

Gujarāti.

Ranchoddas Ghirdharlal.

Mansukha Narsidas.

Maráthi.

Vienkatesh Babacharia.

Bal Parasharam Shastri.

BRANCH SCHOOLS.

Mumbadevi.

Designations.	Names.
<i>Master</i>	Kavazji Shapurji.
	Gangadas Keshoddas.
<i>Assistant Masters</i>	Maneksha Beramji.
	Framji Beramji.
	Nanabhai Bhaskar.
<i>Vernacular Teachers</i>	Motiram Maneklal.
	Bhikoba Bhaskar.

Fort.

<i>Master</i>	Jamshedji Rustamji.
	Kavazji Nushirvanji.
<i>Assistant Masters</i>	Edalji Nanabhai.
	Sorabji Edalji.
<i>Vernacular Teacher</i>	Chimanlal Nandalal.

ANNUAL EXAMINATION,

1853.

(Circular.)

The Annual Examination will commence at the Institution on Monday the 28th instant, at 11 A. M., and will be conducted in the following order, viz :—

I.—BRANCH SCHOOLS.

Language and General Knowledge.	No. of Classes.	No. of Pupils.	Days.	Arithmetic.	No. of Classes.	No. of Pupils.
Mumbadevi	4	126	Monday, 28th.	Fort	4	138
Fort	4	138	Tuesday, 29th.	Mumbadevi	4	126
Mumbadevi	3	93	Wednesday, 30th.	Mumbadevi	3	93
		357				357

II.—CENTRAL SCHOOL.

Language and General Knowledge.				Arithmetic.				
Class.	Division.	No. of Classes.	No. of Pupils.	Days.	Class.	Division.	No. of Classes.	No. of Pupils.
II.	Mar.....	4	150	Thursday, 1st.	VI.	Second.....	1	34
III.	2nd, 3rd & 4th Guj. }							
III.	{ 1st Guj. }	3	122	Friday, 2nd.	V.	{ Mar }	3	128
	{ 1st & 2nd Mar. }					{ 1st & 2nd Guj. }		
IV.	{ 1st & 2nd Guj. }	3	120	Saturday, 3rd.	III.	{ 1st & 2nd Mar. }	3	111
	{ Mar }					{ 1st Guj. }		
V.	{ Mar }	3	121	Monday, 5th. }	II.	Mar }	4	164
	{ 1st & 2nd Guj. }					III.			2nd, 3rd & 4th Guj. }
VI.	{ Second }	4	127	Tuesday, 6th.	IV.	{ 1st & 2nd Guj. }	3	127
	{ First* }					{ Mar }		
			596					564

* See below, Candidates for Clare Scholarships.

III.—COLLEGE.

CANDIDATES FOR
CLARE SCHOLARSHIPS.SECOND YEAR'S
STUDENTS.

Subjects. From 11 to 2, Vivà voce. From 2 to 5, Paper.	Days.	Subjects. From 11 to 2, Paper. From 2 to 5, Vivà voce.
Translation. History, Geography. Mathematics. English Language.	<i>Monday, 5th.</i> <i>Tuesday, 6th.</i> <i>Wednesday, 7th.</i> <i>Thursday, 8th.</i> <i>Friday, 9th.</i> <i>Saturday, 10th.</i>	Translation. Political Economy. Chemistry, Geology. Mathematics. Mental Philosophy. History, Literature.

FIRST YEAR'S STUDENTS.

THIRD YEAR'S STUDENTS.

Subjects. From 11 to 2, Vivà voce. From 2 to 5, Paper.	Days.	Subjects. From 11 to 2, Paper. From 2 to 5, Vivà voce.
Translation. Logic. Chemistry. History, Literature. Political Economy. Mathematics.	<i>Monday, 12th.</i> <i>Tuesday, 13th.</i> <i>Wednesday, 14th.</i> <i>Thursday, 15th.</i> <i>Friday, 16th.</i> <i>Saturday, 17th.</i>	Essay. Political Economy. Chemistry, Geology. Mathematics. Moral Philosophy. Literature, Ethics.

PROGRAMME OF COURSE OF STUDY.

1853.

I.—BRANCH SCHOOLS, & LOWER CENTRAL SCHOOL.

FIRST (*Lowest*) CLASS.

English Reading.—M'Culloch's First and Second Books.

Writing.—Progressive Lessons.

Vernacular.—Moral Class-Book ; Grammar ; Outlines of Geography.

Arithmetic.—Simple Rules.

SECOND CLASS.

English Reading.—M'Culloch's Third Book.

Grammar.—Reid's Rudiments of.

Writing.—Figures, Capitals, and Text.

Vernacular.—Geography and History of Maharashtra ; Grammar.

Arithmetic.—Fractions, Vulgar and Decimal.

Vernacular and English.—Exercises on the Tenses ; School Dialogues.

THIRD CLASS.

English Reading.—Chambers' Moral Class-Book.

Grammar.—Reid's Rudiments of.

Geography.—Reid's.

Arithmetic.—Thomson's, Proportion.

Writing.—Round Hand.

Vernacular.—Introduction to the History of India ; Grammar.

Vernacular and English.—Idiomatic Exercises ; Green's Phrases.

FOURTH CLASS.

English Reading.—M'Culloch's Series of Lessons.

Grammar.—M'Culloch's.

Geography.—Reid's.

Arithmetic.—Thomson's, Interest, Practice, Involution, Evolution.

Writing.—Small Hand.

Vernacular.—History of British India ; Grammar.

Vernacular and English.—Idiomatic Exercises ; Green's Phrases.

II.—UPPER CENTRAL SCHOOL.

FIFTH CLASS.

English Reading.—M'Culloch's Course of Reading : Poetical Pieces.

Grammar.—M'Culloch's.

Geography.—Nicholl's.

History.—Chambers' History of the British Empire ; Wilson's Universal History.

Geometry.—Euclid, Books I. and II.

Algebra.—Simple Equations.

Writing.—Written Exercises.

Vernacular.—Life of Columbus ; Grammar ; History of British India.

Sanskrit.—Shabd Rupavali ; Samas Chakra.

SIXTH CLASS, 2ND DIVISION.

English Reading.—M'Culloch's Course of Reading.

Grammar.—M'Culloch's.

Geography.—Nicholl's.

History.—Chambers' History of the British Empire ; Wilson's Universal History ; Taylor's Manual of Ancient History.

Geometry.—Euclid, Books I.—IV.

Algebra.—Quadratic Equations.

Physics.—Chambers' Matter and Motion.

Writing.—Exercises and Translations.

Sanskrit.—Shabd Rupavali ; Samas Chakra ; Bodhavachan ; Laghu Hitopadesh.

Persian.—Amadan Karima ; Simple Sentences.

SIXTH CLASS, 1ST DIVISION.

(Candidates for Clare Scholarships.)

English Language.—M'Culloch's Course of Reading, and Grammar.

Geography.—General, of the Four Quarters ; particular, of Hindustan.

History.—Marshman's History of India ; Taylor's Manuals (omitting the portions specified in the Scholarship Rules).

Mathematics.—Euclid, Books I.—VI., with Exercises ; Young's Quadratic Equations ; the application of Logarithms to Interest and Annuities ; Plane Trigonometry, Young's, omitting Articles 27, 28, 31.

Physics.—Chambers' Matter and Motion, pp. 44.

Translation.—Written and Oral, into and from the Vernaculars.

Sanscrit.— } The same as in the 2nd Division.
Persian.— }

III.—COLLEGE.

FIRST YEAR'S STUDENTS.

English Literature.—*Poetry.*—Chambers' Cyclopædia : Goldsmith, Cowper ; Bacon on Poesy.

Prose.—Chambers' Cyclopædia : Selections from the Novelists.

Philology.—Extracts from Dr. Latham's English Language, and from Winning's Comparative Philology.

History.—Heeren's Political System of Europe and its Colonies, A. D. 1492—1555.

Murray's British India, Chaps. iii.—v.

Guizot's Introductory Discourse on the History of the English Revolution.

Political Economy.—Mill's, Book I. Chaps. i.—viii., Book III. Chaps. i.—vi.

Logic.—Easy Lessons on Reasoning (Whately's).

Locke's Conduct of the Understanding.

Mathematics.—Thomson's Spherical Trigonometry ; Theory of Logarithms ; Young's Theory of Equations, Chaps. i.—vii. and Chap. x. ; Mathematical Instruments.

Physics.—Chambers' Matter and Motion : The Laws of Motion.
Chambers' Mechanics : The Mechanical Powers.

Chemistry.—Chemical Affinity, Laws of Chemical Combination, Light, Heat, Magnetism, Frictional Electricity.

The Chemistry of the Non-Metallic, and of the most important of the Metallic Elements.

SECOND YEAR'S STUDENTS.

English Literature.—*Poetry*.—L'Allegro and Il Penseroso ;
Pope's Essay on Criticism.

Prose.—Chambers' Cyclopædia : Selections from Bacon, Burleigh, Locke, Boyle, Ray, Steele, Addison, Defoe, Swift, Pope.

Philology.—Extracts from Dr. Latham's English Language, 3rd edition, 8vo.

History.—Heeren's Political System of Europe and its Colonies, A. D. 1660—1740.

Smyth's Lectures : Louis XIV., Charles II., James II. Revolution, William III.

Macaulay's Essays : Sir William Temple, War of the Succession in Spain.

Political Economy.—Mill's, Book I. Chaps. i.—viii., Book II. Chap. xvi., Book III. Chaps. i.—vi.

Hancock's Introductory Lecture (Trin. Term, 1848) ;
Green's Lectures I. and II. (1853).

Mental Philosophy.—Locke's Essay, Introduction, with Books II. and III. (omitting in Book II. Chap. i. Sects. 10—20 ; Chap. xiii. Sects. 10 to the end ; Chap. xv. ; Chap. xxi. Sects. 11—71 ; Chaps. xxxi. and xxxii. ; and in Book III. Chap. vi.) Book IV. Chaps. i.—xvii.
Cousin's History of Modern Philosophy, Lectures XV.—XXIII.

Mathematics.—Waud's Algebraical Geometry, Chaps. i.—xi. and the Cycloid ; Exercises on the Right Line from Salmon.

Physics.—Chambers' Hydrostatics and Pneumatics ; Statical Electricity.

Geology.—The characters of the more important and common Simple Minerals.

The Physical characters, Mineral composition, and Origin of the Four Classes of Rocks—Aqueous, Volcanic, Plutonic, and Metamorphic; the Mineral Characters, the Fossil Organic Remains, and the Origin of the successive groups of Sedimentary Rocks.

THIRD YEAR'S STUDENTS.

English Literature.—*Poetry.*—Hamlet; Bacon on Poesy.

Prose.—Selections from Bacon's Essays.

Philology.—Dr. Latham's English Language, Part I. Chaps. i., vii., viii., Part IV. Chaps. i.—ix.

Political Economy.—Mill's, Book V. Chaps. i.—vii.; Heron's Three Lectures on Taxation; Smith's Wealth of Nations, by M'Culloch, Note XXX.; Hancock on the effects of the Usury Laws on the Funding System; Hancock's Perfect Income Tax; Gladstone's Budget.

Mental and Moral Philosophy.—Stewart's Outlines.

Butler's Analogy, Part I., Three Sermons on Human Nature, Dissertation on Virtue.

Mathematics.—Young's Integral Calculus: Chaps. i.—iii., Integration between Limits, Principles of Rectification, Quadrature and Cubature.

Physics.—Young's Mechanics: Statics; Dynamics, Chaps. i., ii.

Geology.—The same as Second Year's Students.

JOHN HARKNESS, A.M.,

Principal.

Elphinstone Institution,

Bombay, 26th November 1853.

I.—BRANCH SCHOOLS.

1st.—MUMBADEVI.

LANGUAGE AND GENERAL KNOWLEDGE.

Examiner, Prof. HARKNESS.

FIRST CLASS.

2nd Gujaráti Division.

TEACHERS, { *English, Jahanghir Rustamji.*
 { *Gujaráti, Motiram Maneklal.*

Number of Pupils 20

Number present at Examination..... 17

Studies.

English.—M'Culloch's First Book, the whole.

Gujaráti.—Moral Class-Book, pp. 63 ; Outlines of Geography, pp. 13.

2. These boys were admitted about two months ago. They read any sentence in the book with tolerable accuracy ; distinguish nouns and adjectives, and give the meaning of single words ; know the definitions in geography, point out capes, bays, gulfs, &c.

3. Gujaráti reading distinct and good ; parsing fair.

4. 1st Gujaráti Division.

TEACHERS, { *English, Framji Beramji.*
 { *Gujaráti, Motiram Maneklal.*

Number of Pupils 35

Number present at Examination. . . . 32

Studies.

English.—M'Culloch's First and Second Books.

Gujaráti.—Moral Class-Book, pp. 82 ; Geography of Asia.

5. These have been about five months in the English School. Reading not very fluent, but distinct, down to five or six from the bottom ; know cases, tenses, &c. ; point out the mountains, rivers, and principal towns.

6. Gujaráti reading and parsing pretty good.

7. *2nd Maráthi Division.*

TEACHERS, { *English*, Gangadas Keshoddas.
Nanabhai Bhaskarji.
Maráthi, Bhikaji Bhaskar.

Number of Pupils 26

Number present at Examination . . . 24

Studies.

English.—M'Culloch's First Book, the whole.

Maráthi.—Moral Class-Book, pp. 40 ; Outlines of Geography.

8. Rather more than half of the class have made good progress in reading, for the time (about two months) ; in geography they are just beginning.

9. With the exception of one or two, they read Maráthi distinctly ; parsing indifferent.

10. *1st Maráthi Division.*

TEACHERS, { *English*, Gangadas Keshoddas.
Maráthi, Bhikaji Bhaskar.

Number of Pupils 28

Number present at Examination . . . 27

Studies.

English.—M'Culloch's First and Second Books, the whole.

Gujaráti.—Moral Class-Book, pp. 100 ; Outlines of Geography : India and Europe.

11. This class also began in July last, but their progress in English has not been equal to that of the Gujaráti class of the same standing ; in geography, answering respectable.

12. Maráthi reading tolerably good ; parsing altogether an affair of memory.

13.

SECOND CLASS.

Gujarāti Division.

TEACHERS, { *English*, Maneksha Beramji.
 { *Gujarāti*, Motiram Maneklal.

Number of Pupils 41

Number present at Examination. . . . 40

Studies.

English.—M'Culloch's Third Book, pp. 50 ; Reid's Grammar, pp. 13.

Gujarāti.—Moral Class-Book, pp. 126 ; Outlines of Geography.

English and Gujarāti.—Exercises on the Tenses.

14. Reading particularly good for the time ; one or two little poetical pieces really with great propriety. About half the class took down a few sentences from dictation in a strong but very legible hand, and with correct spelling. In geography answering creditable.

15. Gujarāti reading fluent, without being too quick, and with correct emphasis ; parsing pretty good.

16.

Maráthi Division.

TEACHERS, { *English*, Nanabhai Bhaskar.
 { *Maráthi*, Bhikaji Bhaskar.

Number of Pupils 39

Number present at Examination..... 36

Studies.

English.—M'Culloch's Third Book, pp. 35 ; Reid's Grammar, pp. 12.

Maráthi.—Moral Class-Book, pp. 120 ; Outlines of Geography : India and Europe.

English and Maráthi.—School Dialogues, pp. 20.

17. The appearance of this class is the least satisfactory of any that I have yet examined. It was till lately in charge of Nandeva, and seems to have suffered from a change of teachers, as well as to have been unfortunate in those it has had. The

boys are, upon the whole, intelligent looking, but their progress has not been in proportion to the time they have been at school, about ten months.

18.

THIRD CLASS.

Gujarāti Division.

TEACHERS, { *English*, Kavazji Shapurji.
 { *Gujarāti*, Motiram Maneklal.

Number of Pupils 30

Number present at Examination . . . 30

Studies.

English.—Moral Class-Book, pp. 53 ; Reid's Grammar, pp. 25.

Gujarāti.—Memoir of Columbus, pp. 82 ; Outlines of Geography : Asia.

English and Gujarāti.—Green's Phrases, pp. 30.

19. The progress of this class has also been somewhat slow. One boy in it was admitted when the school was first opened, about three years ago ! Some boys of the same standing are already in the Upper Central School, and the majority of the class began English only eighteen months ago. These read and parse creditably for the time.

20. In Gujarāti reading and grammar there seems to be little difference between one class and another.

21.

2ND.—FORT.

FIRST CLASS.

TEACHERS, { *English*, Edalji Nanabhaji.
 { *Gujarāti*, Chiminlal Nandalal.

Number of Pupils 38

Number present at Examination . . . 35

Studies.

English.—M'Culloch's First and Second Books, the whole.

Gujarāti.—Moral Class-Book, pp. 90 ; Outlines of Geography : Asia.

22. Pronunciation not faultless, but the reading upon the whole creditable for the time—five months; parts of speech distinguished. In geography but little progress has been made.

23. Gujaráti reading indistinct, and far too quick; parsing indifferent.

24.

SECOND CLASS.

2nd Division.

TEACHERS, { *English*, Sorabji Edalji.
 { *Gujaráti*, Chiminlal Nandalal.

Number of Pupils 34

Number present at Examination... 33

Studies.

English.—M'Culloch's First and Second Books, the whole; Third Book, pp. 84; Reid's Rudiments of English Grammar, pp. 12.

Gujaráti.—Moral Class-Book, the whole; Outlines of Geography: Asia.

25. The boys in the upper half of the class read pretty well, and apply the rules of grammar, so far as they have learnt them, readily and accurately. With the geography of Asia, as given in their little text book, they are quite familiar.

26. Gujaráti reading a good deal better than that of the last class.

27.

1st Division.

TEACHERS, { *English*, Jamshedji Rustamji.
 { *Gujaráti*, Chiminlal Nandalal.

Number of Pupils 38

Number present at Examination..... 34

Studies.

English.—M'Culloch's First and Second Books, the whole; Third Book, pp. 110; Reid's Rudiments of English Grammar, pp. 13.

Gujarāti.—Moral Class-Book, the whole ; Outlines of Geography : Europe and Asia.

28. Reading very fair, down to near the bottom of the class ; parsing good. Some general questions concerning the size and figure of the earth answered correctly ; the mountains, rivers, and principal towns of Hindustan described, and pointed out on the map.

29. Gujarāti reading rather monotonous ; parsing tolerably good.

30. THIRD CLASS.

TEACHERS, { *English*, Kavazji Nushirvanji.
 { *Gujarāti*, Chiminlal Nandalal.

Number of Pupils 28

Number present at Examination. . . . 27

Studies.

English.—M'Culloch's Third Book, the whole ; Chambers' Moral Class-Book, pp. 67 ; Reid's Rudiments of English Grammar, pp. 33 ; Reid's Rudiments of Modern Geography, pp. 20.

Gujarāti.—Memoir of Columbus, the whole.

Gujarāti and English.—Green's Phrases, pp. 12.

31. Reading pretty fluent ; pronunciation not free from faults ; parsing good. In geography they seem to know all that is contained in their book. More history should be given in connection with it. A class-book of this sort is still a desideratum.

32. Gujarāti reading of much the same character as that of the lower class ; parsing apparently by rote, and far too rapid.

GENERAL REMARKS.

33. The number of boys attending the Fort Branch is exactly the same as at the previous examination. The number at Mumbadevi has increased from 125 to 219.

34. The building in the Fort is roomy and well ventilated ;

that at Mumbadevi is deficient in both these respects. It appears that the Masters and Assistant Masters have been regular and attentive to duty. Vernacular teachers have been appointed to instruct the boys in their own language. The classes have been placed, as far as possible, on the same footing as those in the Central School. Still the progress of the boys is more slow than in the latter.

35. The Masters, though relieved at stated periods by the Vernacular Teachers, have still to do extra duty more frequently than assistants here. Besides, they have not the same opportunity of consulting books of reference, or attending lectures on any subject of study they may be engaged in. It is therefore not to be wondered at that there is a disinclination to go there, and that many of those now employed in them are anxious to return to the Institution.

36. The best plan would seem to be that each assistant, when first appointed, should take his turn of duty in one of the Branch Schools. But frequent changes of Masters would be injurious, even if every new Teacher were to enter upon his office with alacrity,—which would hardly be the case if it were made compulsory. The only way of obviating this is to make the salaries of the Teachers somewhat higher than in the Central School.

37. Every endeavour has been used to procure more commodious premises than the house now rented at Mumbadevi, but without success. The two purposes are so diametrically opposed, that it seems scarcely possible, that any building designed for a Hindu dwelling-house should be adapted for a school.

38. If it be resolved to continue these subsidiary schools in operation, a proper site should be selected, and a suitable building erected. It may, however, be worth consideration whether the teaching of the mere elements might not now be left to private enterprise in Bombay. There is little doubt that means would be found to acquire the amount of knowledge requisite to pass the entrance examination, the standard of which might even be considerably raised. The rudimentary schools would thus be gradually raised into a higher order of schools, to be eventually absorbed in the College.

Studies.

English.—Moral Class-Book, pp. 120 ; Reid's Rudiments of English Grammar, pp. 33 ; Reid's Geography : Europe and Asia. •

Gujarāti.—Memoir of Columbus, pp. 100.

Gujarāti and English.—Green's Phrases, pp. 40.

43. Read well, down to the bottom of the class ; parse correctly, and understand the formation of nouns, adjectives, &c. ; phrases readily and correctly given ; answering in geography highly creditable. Appearance altogether satisfactory.

44. Gujarāti reading and parsing upon the whole good.

45. *3rd Gujarāti Division.*

TEACHERS, { *English*, Nasarvanji Naorozji.
 { *Gujarāti*, Parbhuram Navalram.

Number of Pupils in the Class 40

Number present at Examination..... 38

Studies.

English.—Moral Class-Book, pp. 120 ; Reid's Rudiments of English Grammar, pp. 42 ; Reid's Geography : Asia, Europe, and Hindustan.

Gujarāti.—Memoir of Columbus, pp. 50.

Gujarāti and English.—Green's Phrases, pp. 50.

46. Pronunciation distinct and correct ; parsing good. In connection with the geography of Hindustan a good deal of information has been given regarding its history, productions, &c.

47. Gujarāti reading and parsing much the same as in the last class.

48. *2nd Gujarāti Division.*

TEACHERS, { *English*, Mancherji Mervanji.
 { *Gujarāti*, Ranchoddas Ghirdharlal.

Number of Pupils in the Class 39

Number present at Examination. . . . 36

Studies.

English.—Moral Class-Book, pp. 112 ; Reid's Rudiments of English Grammar, pp. 34 ; Reid's Geography : Asia, Europe, North America, and Hindustan.

Gujarāti.—Introduction to the History of India, pp. 85.

Gujarāti and English.—Green's Phrases, pp. 40.

49. There is very little difference between this and the preceding class. They have been kept distinct merely because they would make one inconveniently large class. In geography and history the other, which is the lower division, made the best appearance. By neither were any good specimens of writing shown. More attention requires to be paid to the penmanship.

50. Gujarāti reading and parsing respectable ; the history well prepared.

51. *1st Gujarāti Division.*

TEACHERS, { *English*, Khurshedji Manekji.
 { *Gujarāti*, Motilal Jivandas.

Number of Pupils in the Class 45

Number present at Examination..... 45

Studies.

English.—M'Culloch's Series of Lessons, pp. 100 ; Reid's Rudiments of English Grammar, pp. 33 ; Reid's Geography : Outlines of the Four Quarters, particular Geography of India.

Gujarāti.—Introduction to the History of India, pp. 129.

Gujarāti and English.—Green's Phrases, pp. 50.

52. Reading not free from faults ; explanation and parsing satisfactory ; knowledge of geography minute and accurate. Still no good specimens of writing.

53. In reading Gujarāti more attention is paid to the sense than in some of the other classes, and the construction is better understood.

54. *2nd Marāthi Division.*

TEACHERS, { *English*, Harichand Janardhan.
 { *Marāthi*, Vienkatesh Babacharya.

Number of Pupils in the Class 34

Number present at Examination. . . . 28

Studies.

English.—Moral Class-Book, pp. 67; Reid's Rudiments of English Grammar, pp. 30; Reid's Geography, pp. 22.

Maráthi.—Introduction to the History of India, pp. 50.

Maráthi and English.—Idiomatic Exercises, pp. 50.

55. Pronunciation rather slovenly, words being frequently curtailed of their fair proportions; parsing somewhat slow, but on the whole correct; answering in geography very good.

56. Maráthi reading a little monotonous; parsing apparently by rote.

57. *1st Maráthi Division.*

TEACHERS, { *English*, Dinkar Ramchandra.
 { *Maráthi*, Bal Parasharam, Shástri.

Number of Pupils in the Class 42

Number present at Examination..... 37

Studies.

English.—Moral Class-Book, pp. 80; Reid's Rudiments of English Grammar, pp. 34; Reid's Geography: Hindustan.

Maráthi.—Introduction to the History of India, pp. 77.

Maráthi and English.—Idiomatic Exercises, pp. 60.

58. There are in this class some intelligent looking boys. Reading deficient in accent; parsing fair. The Idiomatic Exercises have been committed to memory, but the precise meaning of each word has not been sufficiently attended to. Knowledge of geography accurate, so far as it goes.

59. In Maráthi reading there is considerable improvement. Parsing has been made an exercise of judgment, and the facts as well as the words have been attended to.

60.

FOURTH CLASS.

2nd Gujaráti Division.

TEACHERS, { *English*, Edalji Nushirvanji (on sick leave).
 { *Gujaráti*, Mansukharam Narsidas.

Number of Pupils in the Class 42

Number present at Examination ... 38

Studies.

English.—M'Culloch's Series of Lessons, pp. 150 ; M'Culloch's Grammar, pp. 30 ; Reid's Geography, pp. 30.

Gujarâti.—History of British India, pp. 102.

Gujarâti and English.—Green's Phrases, pp. 100.

61. During the Teacher's absence on sick leave, this class has been taught by Kahandas Tapidas, 3rd Year's Student ; Dadabhai Muncherji, 2nd Year's Student ; and Mancherji Dorabji, 1st Year's Student. To the first was assigned reading and explanation of the lessons ; to the second rules of grammar, and parsing of a portion of each day's lesson ; and to the third geography. The result of the examination was more satisfactory than could have been looked for in the circumstances, and does credit to the young men to whom the duty was intrusted.

62. Gujarâti reading tolerably good ; parsing indifferent ; the history has not been so well prepared as in the preceding class.

63. *1st Gujarâti Division.*

TEACHERS, { *English*, Kaikhasru Hormazji.
 { *Gujarâti*, Somnarayan Nandnarayan.

Number of Pupils in the Class . . . 43

Number present at Examination . . . 37

Studies.

English.—M'Culloch's Series of Lessons, pp. 135—202 ; M'Culloch's Grammar, pp. 68 ; Reid's Geography : Asia and Europe, particular Geography of Hindustan.

Gujarâti.—History of British India, pp. 142.

Gujarâti and English.—Green's Phrases, pp. 75—150.

64. Neither in fluency of reading nor in pronunciation did this class exhibit any marked superiority. The explanations and parsing showed much intelligence and thought. In geography the answering was particularly good ; a great deal of useful information had been communicated regarding the history and statistics of the principal places. It is desirable that this method were generally adopted, as it not only gives interest to the subject, but the recollection of both places and events is facilitated by the associating link.

65. The Vernacular history has been thoroughly studied, with reference to the events as well as the language.

66. *Maráthi Division.*

TEACHERS, { *English*, Babji Amritrao.
 { *Maráthi*, Bal Parasharam, Shástri.

Number of Pupils in the Class 35

Number present at Examination. . . . 29

Studies.

English.—M'Culloch's Series of Lessons, pp. 120 ; M'Culloch's Grammar, pp. 145 ; Reid's Geography, pp. 25.

Maráthi.—History of British India, pp. 65.

Maráthi and English.—Idiomatic Exercises, pp. 175.

67. In spite of some errors in pronunciation, and an occasional mistaking of one word for another, the appearance of this class was, upon the whole, creditable to the Master. In geography inferior to the preceding class, both in extent and accuracy of information. Explanation and parsing respectable. No good specimen of penmanship.

68. The History of British India has been carefully studied in the Vernacular, at the same time that pronunciation and parsing have received their due share of attention.

(2) UPPER SCHOOL.

Examiners.

LANGUAGE AND GENERAL KNOWLEDGE, Prof. HARKNESS.

HISTORY AND GEOGRAPHY, Prof. SINCLAIR.

69. FIFTH CLASS.

2nd Gujaráti Division.

TEACHERS, { *English*, Hormazji Edalji, and Darasha Dorabji.
 { *Gujaráti*, Mansukharam Narsidas.

Number of Pupils in the Class 42

Number present at Examination. . . . 34

Studies.

English.—M'Culloch's Course of Reading : the Poetry as far as p. 191 ; M'Culloch's Grammar, the whole ; Wilson's Universal History, pp. 42 ; History of British Empire (Chambers') pp. 57 ; Reid's Geography : India, and the use of the Terrestrial Globe.

Gujarāti.—Memoir of Columbus, the whole.

70. English reading, grammar, and universal history have been taught by Hormazji ; the History of the British Empire, Geography of India, and use of the globes, by Darasha. They read both prose and poetry with fluency, but, in explaining the latter, they occasionally failed. In general history their answers showed both intelligence and industry.

71. In other subjects they were examined by Professor Sinclair, who reports as follows :—"This class I examined in parts of Chambers' British Empire, Reid's Geography, the Geography of India, and in the use of the globes. The general appearance of the class was very good, and evinced marks of careful instruction."

72.

1st Gujarāti Division.

TEACHERS,	{	<i>English</i> , Jahanghir Barjodji.
		Sorabji Rustamji.
		<i>Gujarāti</i> , Ranchoddas Ghirdharlal.

Number of Pupils in the Class 40

Number present at Examination. . . . 37

Studies.

English.—M'Culloch's Course of Reading : the Poetry as far as p. 147 ; M'Culloch's Grammar : Syntax ; Reid's Geography : India, and the use of the Terrestrial Globe ; Wilson's Universal History : Rome, History of the British Empire, pp. 93.

Gujarāti.—Memoir of Columbus, the whole ; History of British India, pp. 62.

73. The pronunciation and accent of the greater part of the class pretty good. A few are too old to improve in this respect. Their knowledge of the derivation of words, and of the force of prefixes and affixes, highly respectable.

74. Both the Vernacular histories appear to have been read with attention.

75. Professor Sinclair reports :—"This class' answering in Roman History and Chambers' British Empire was very respectable. They passed, also, a creditable examination in the Geography of India and the use of the globes."

76. *2nd Maráthi Division.*

TEACHERS, { *English*, Govind Gangadhar.
 { *History and Geography*, Bhairaonath Mangesh.
 { *Maráthi*, Keshava Shástri.

Number of Pupils in the Class 38

Number present at Examination . . . 32

Studies.

English.—M'Culloch's Course of Reading, pp. 167 ; M'Culloch's Grammar, the whole ; Wilson's Universal History, pp. 67 ; Nicholl's Geography : Asia, India, and the use of the Terrestrial Globe.

Maráthi.—Life of Columbus, the whole ; History of British India, pp. 60.

Maráthi and English.—Translations, oral and written. •

77. This class displayed much intelligence, but appeared deficient in animation. The want of this quality detracted from the value of their answers, which were generally sound. Their articulation was also affected by it ; explanation and parsing, upon the whole, accurate.

78. The Vernacular class showed a good knowledge of the etymology of words, and of the meaning of Sanscrit roots entering into Maráthi composition. They had also thoroughly mastered the history read.

79. Professor Sinclair reports :—"The answering of this class in history at the examination was very good. Having examined them myself in some parts of the first 67 pages of Wilson's Universal History, I asked their Teacher to propose some questions, that I might see the manner in which they had been instructed ; and I am enabled to report favourably both of him

and the class. In geography their answering in the general features of Asia, and more particularly in the geography of India, and in the use of the globes, was creditable."

80.

SIXTH CLASS.

2nd Division.

TEACHERS, { *English*, Pestanji Jahanghir.
 { *Vernacular* (see para. 85).

Number of Pupils in the Class 37

Number present at Examination . . . 29

Studies.

English.—M'Culloch's Course of Reading, pp. 204 ; Nicholl's Geography : British India ; History of the British Empire, pp. 158 ; Wilson's Universal History, pp. 43—103 ; Taylor's Manual of Ancient History, pp. 239 (omitting certain portions, as specified in the Scholarship Rules).

81. This class was taught till within the last two months by Ardesar Framji, who had been an Assistant Master in the Institution upwards of six years, and had proved himself a zealous and efficient teacher. The appearance of the class is creditable alike to him and to the present Teacher, Pestanji Jahanghir. Reading of the majority good ; explanations full and satisfactory ; much useful information in history, geography, and physics had been communicated, illustrative of the lessons in the "Course of Reading."

82. Professor Sinclair reports :—"The greater part of this class passed a comprehensive examination in history and geography with great credit. As the examination was conducted altogether by *viva voce* answering, I am not in a position to speak of their attainments in composition, spelling, or punctuation."

83. In the Sixth Class there are two divisions. These are not, however, composed exclusively either of Maráthi or of Gujaráti-speaking boys, as is the case in the lower classes, but of both promiscuously according to proficiency,—the 1st Division (Candidate Class) being the most advanced. The reason of this arrangement is that the pupils, previous to their admission into

this class, must have acquired so much knowledge of English as to admit of that language being used as the principal medium of communication.

84. At this stage also the Vernacular teaching assumes a different character. For this purpose the Maráthi-speaking pupils in both Divisions form one class. This has been occupied, two hours a week, in studying the elements of Sanscrit, and two, in translating into and from Maráthi orally, with weekly written exercises.

85. In these subjects the Teacher during the past year has been Keshava Shástri, formerly a student in the Sanscrit College, Poona, and appointed Vernacular Master in the Institution about eighteen months ago. They have read Shabd Rupávali, Samas Chandrika, Bodh Vachan, and Hitopadesh.

86. The Reverend Dr. Stevenson, who was kind enough to conduct the examination on this occasion, as he had frequently done previously, was of opinion that the progress made in Sanscrit was respectable for the time.

87. In Maráthi translation some improvement has taken place. In translating into English, the foreign idiom is still frequently met with. The number of Gujaráti-speaking pupils being too large for one class, there were, till August last, two translation classes. These gave the meaning of the passages, upon the whole, very fairly. The orthography of the Gujarátis is at present in a somewhat unsettled state.

88. Since the appointment of a Persian Munshi in August, two classes have been formed for the study of Persian, corresponding with the class in Sanscrit, composed of the Maráthi-speaking pupils. These classes have been taught by Aga Mirza Pir Mahamad. They have read Amadan, and a part of Karima. They have also learnt some short sentences dictated by the Master.

89. The examination was conducted by Acting Professor Dadabhai Naorozji and Dosabhai Sorabji Munshi, who were of opinion that the progress of the Senior Division was creditable, and that of the Junior Division fair.

*1st Division (Candidate Class).**Teacher, Mr. Draper.*

90. At the examination for Clare Scholarships, the candidates who presented themselves consisted of—

Pupils in Class VI. 1st Division (Candidate Class)....	32
" " 2nd Division.....	5
Vernacular Teachers in the Institution.....	3
Former pupils.....	2
Pupil from the Government English School at Ahmed- abad.....	1

Total. . 43

Studies (see Programme).

91. The *virâ voce* examination in English was conducted as follows: A short passage in prose and another in verse were selected. A candidate was called in and required to read these. Ten questions were then put to him, having reference to the meaning and etymology of the words, the construction of the sentences, and the facts whether of history or science alluded to, the value of each answer being denoted by a number. And, in this way, all the candidates were called in and examined in succession.

92. Two written translations were made by each candidate, the one from, and the other into, his Vernacular. These translations have been carefully examined, and the errors both in spelling and meaning marked.

93. The general character of the answering will be seen in Appendix C. I may here mention that the general result is very creditable to Mr. Draper. I believe at no time has the class made a better appearance.

94. Professor Sinclair, who examined in history and geography, reports as follows:—"The performance of the Candidate Class in the department of history and geography was creditable in the highest degree; and reflects the greatest credit on the assiduity and painstaking of their instructor. Though it was impossible, in one day's examination, to spread the questions over such an extensive course as is embraced in Dr. Taylor's Manuals of Ancient and Modern History, Marshman's History of India, and the subject of geography, still I constructed the paper

questions in such a manner as to touch upon the most important of the political features of Ancient Greece, of Rome, of the Middle Ages, the British Constitution, and of European history, together with a little chronology and geography. The *vivâ voce* questions extended over Egypt, Greece, Asia Minor, and the dynasties of the East, and some of them bore on the causes which promoted and impeded the industrial and economic development, as well as on the ethnological relations, of the different nations. As far as lay in my power, I conducted the examination in such a way, and proposed the questions in such forms, as to eliminate all mere parrot-answering. Of the Candidate Class proper, (Class VI. 1st Division,) which had been under regular training for a year, 21 pupils have obtained over 60 per cent., 5 over 40 per cent., and 6 under 40 per cent.; of the other 14 competitors who presented themselves from various quarters, 2 out of 5 from the 2nd Division of Class VI. obtained over 40 per cent., and the remaining 12 under 40 per cent., in the department of history and geography."

95. The result of the examination in mathematics will be found in the following Report by Acting Professor Dadabhai Naorozji, and the selected answers in Appendix E (A).

JOHN HARKNESS, A.M.,
Principal.

ARITHMETIC AND MATHEMATICS.

Examiner, Acting Professor DADABHAI NAOROZJI.

96. To avoid repetition, and to afford a general view of the comparative proficiency of the different classes, the report has been thrown into the form of a table. Some of the columns require a little more explanation than their headings afford.

97. To each class two or more examples were proposed, and the pupils that worked more than one correctly, and explained the process, have been set down "Passed well"; of the rest, those who worked one example correctly, but failed to explain the process, are set down "Passed fairly." The number of those who did neither may be found by subtracting the sum of the other numbers from the number given in the adjacent column.

98. In the table for the Upper Central School, only the number of pupils that answered one or more questions in geometry correctly is given. Further sub-division could not be made for want of time.

99. To secure uniformity of exertion by the Teachers, and to be enabled to mark the progress of the pupils throughout the year, the classes in the Branch Schools were examined by turns every Monday, Wednesday, and Friday, from 10 to 11 A. M., and those of the Central School from 11 to 12½, every Tuesday, Thursday, and Saturday. The column headed "Remarks" contains the dates of these periodical examinations of each class, and remarks regarding its progress, deduced from a comparison of the results, with the notes taken at the previous examination. In characterising this progress, the quality as well as the quantity of instruction has been taken into consideration.

100. On account of the periodical transferences, pupils are sometimes under more than one Master in the course of a year. The responsibility of each Master may be considered as proportionate to the length of time the pupils have been under him. I have therefore introduced a column, showing the length of time the class examined had been taught by its present Master, and under the head of "Remarks" the dates and results of the examination, of the classes taught by these Masters before the last transferences, are given.

101. The results of the examination of the Candidate Class, taught by Mr. Draper, and of 11 extra candidates, is given in Appendix C. 13 out of 32 of the Candidate Class have obtained above 60 per cent. marks, and 11 above forty per cent., leaving only a fourth of the class below 40. The studies of the class during the year are given in the programme.

102. In physical science, this class was taught by Ardeshir Framji till the end of September, and afterwards by Bomanji Pestanji. They have passed a satisfactory examination.

103. The following are the tables referred to, viz :—

- (a) Report on the Classes in the Mumbadevi Branch School.
- (b) " " " Fort Branch School.
- (c) " " " Central Lower School.
- (d) " " " Central Upper School.

(a) MUMBADEVI BRANCH SCHOOL.
Arithmetic.

Class.	Division.	Teachers.	Studies.	Average Time in the School.		Time under the present Master.	No. of Pupils in the Class.	No. present at the Annual Examination.	Passed well.	Passed fairly.	Remarks.
				Months.	Months.						
I.	2nd Guj.	Jahanghir Rustamji...	Simple Multiplication.	3	14		19	16	7	7	First examination on 9th September; 2nd on 10th October. A comparison of the results of these examinations with that of the last shows tolerable progress. The class, taught by Bhikaji before the last transferences, was examined on the 6th and 20th April, and was found making pretty good progress. Examined 24th August. Progress during the five months good. Gangadas' class, before the last transferences, I examined on 8th and 22nd April. Result creditable.
"	1st "	Franji Boramji.....	Simple Division..	9	3		42	36	8	8	
"	2nd Mar.	Bhikaji Bhaskar	Simple Multiplication.	3	2		26	24	8	8	
"	1st "	Gangadas Kesordas.....	Simple Division..	6	5		28	27	8	13	
II.	2nd Guj.	Maneksha Boramji....	Vulgar Fractions : Subtraction.	15	5		39	38	9	19	First examination on 12th August; second on 12th October. Progress during the five months good. The class, taught by Maneksha before the last transferences, was examined on 7th and 27th April. Condition pretty good.
"	1st "	Kavaji Shapurji	Vulgar Fractions : Division.	16	5		25	23	8	14	A general attempt was observed being made to work questions proposed in the simplest manner, and not to stick to the rule. Progress during the five months creditable. The class, taught by Kavaji before the last transferences, was examined on 7th April and 27th June. Apparent improvement in the method.
"	Mar...	Nandoo Narayen till 8th October. Nanabhai Bhaskarji.	Vulgar Fractions : Subtraction.	9	14		39	36	6	15	Examined 22nd August. Progress during the five months of its standing good. The class, taught by Nandoo before the transferences, was examined on 8th and 16th April. Result fair.

(b) FORT BRANCH SCHOOL.

Arithmetic.

Class.	Division.	Teachers.	Studies.	Average Time in the School.	Time under the present Master.	No. of Pupils in the Class.	No. present at the Annual Examination.	Passed well.	Passed fairly.	Remarks.
I.	Guj.	Edalji Nanabhai	Simple Rules	6	5	40	38	13	17	First examination on 2nd July; second on 12th September. Progress during the five months fair. The class, taught by Edalji before the last transferences, was examined on 13th April and 20th June. Condition pretty good.
II.	"	Sorabji Edalji.....	Vulgar Fractions: Subtraction.	12	9	36	35	13	14	Examined 11th April, 26th July, and 30th September. Progress during the nine months good.
III.	2nd Guj.	Jamshedji Rustamji ..	Reduction & Vulgar Fractions.	12	11	27	27	6	8	Examined 13th April, 29th July, and 3rd October. Progress during the eleven months fair.
"	1st "	Kavazji Nasarvanji ..	Reduction & Vulgar Fractions.	18	5	35	31	7	11	Examined 1st July, 3rd August, and 28th September. Progress during the five months fair. The class, taught by Kavazji before the last transferences, was examined on 13th April. Result pretty good.

(c) LOWER CENTRAL SCHOOL.

Arithmetic.

Class. Division.	Teachers.	Studies.	Average Time in the School.		Time under the present Master.	No. of Pupils in the Class.	No. present at the Annual Examination.	Passed well.	Passed fairly.	Remarks.
			Years.	Months.						
II. 2nd Mar.	Govind Vishnu	Vulgar Fractions : Division.	1	5	35	29	4	13	Examined 23rd July. Progress during the five months fair. The class, taught by Govind before the last transferences, was examined on 7th April; result pretty good.	
" 1st "	Harichand Janardhan.	Vulgar Fractions.	1½	5	30	34	2	14	Examined 21st July. Progress during the five months fair. The class, taught by Harichand before the last transferences, was examined on 12th April; result indifferent.	
III. Mar	Narayan Balal till the end of September. Dinkar Ramchandra.	Vulgar Fractions and Proportion.	2½	2	34	27	1	8	This class, formed in the beginning of July, was examined on the 28th of the same month. Progress during the five months tolerable. The corresponding class before the last transferences was taught by Bal Bhaskar till the end of March, and by some of the Scholars of the College the next month. It was examined on 12th April; result indifferent.	
" 4th Guj.	Bomanji Pestanji	Vulgar Fractions and Proportion.	2	5	47	44	6	14	Examined 30th July. Progress during the five months fair. Bomanji was required to take the Candidate Class during Mr. Draper's sickness for two months, in March and April. His former class was, therefore, taught during the time by Scholars from the College, and on being examined on 23rd April was found to have suffered by being deprived of his regular tuition.	

III. 3rd Guj. Nasarvanji Naorozji ..	23	5	40	44	10:27	Examined 2nd and 4th August. Progress during the five months good. The class, taught by Nasarvanji before the last transferences, was examined on the 10th of April. Result tolerably fair.	
" 2nd " Mancherji Morvanji ..	3	5	33	26	9	8	Examined 8th August. Progress fair. The corresponding division, before the last transferences, was taught by Mahiputram Ruparim. It was examined on 26th April. Result indifferent.
" 1st " Khurshedji Manekji..	3½	5	38	30	6:17	Examined 11th August. Progress during the five months good. The class, taught by Khurshedji before the last transferences, was examined on 28th April. Result indifferent.	
IV. Mar Babji Amritrao	3½	11	30	32	10:13	Examined 14th April and 28th July. Progress during the eleven months good.	
" 2nd Guj. Kanhadas Tapidas, till 30th September. Telakechand Manekchaud.	3½	2	44	40	3:17	Examined 20th August. Progress during the five months pretty good. The class of the same standing, before the last transferences, was taught by Edoji Nasarvanji. It was examined on 30th April. Result indifferent.	
" 1st " Khaikhoaru Hormuzji.	4½	11	44	41	8:26	Examined 4th June and 23rd August. Progress during the eleven months creditable.	

(d) UPPER CENTRAL SCHOOL.

Mathematics.

Class.	Division.	Teachers.	Studies.	Average Time in the School.		No. of Pupils in the Class.	No. present at the Annual Examination.	Algebra.		Geometry.	Remarks.
				Years.	Months.			Passed well.	No. of Pupils who answered more questions correctly.		
V.	Mar.	Govind Gangadhar...	Algebra: Simple Equations; Chambers' Geometry: Books I. and II.	4½	11	40	32	11	8	18	First examination on 28th June in algebra, and 30th June and 5th July in geometry; second on 15th and 18th October in algebra, and 20th and 22nd October in geometry. Progress during the eleven months fair.
"	2nd Guj.	Mohanlal Ranchod-das, till the middle of October. Hormazji Edalji.	Algebra: Involutions and Evolution; Chambers' Geometry: Book I., with Exercises.	4½	1½	43	37	31	4	22	First examination on 9th June in algebra, and 14th June in geometry; second on 30th August in algebra, and on 1st, 3rd and 8th September in geometry. Progress during the eleven months of its standing fair.
"	1st "	Jahanghir Barjodji...	Algebra: Simple Equations of one unknown quantity; Chambers' Geometry: Book I., Book II. Props. 1-10.	4½	11	42	35	5	7	20	First examination on 16th June in algebra, and on 21st, 23rd and 25th June in geometry; second on 10th and 13th September in algebra, and on 27th and 28th September in geometry. The principles of the rules of algebra learnt by the pupils are not professed to have been explained. Progress in algebra during the eleven months pretty good; in geometry fair.

VI. Mixed..	Ardeshir Framji, till 30th September. Pestunji Jahanghirji. Bamanji Pestanji.	Algebra : Quadra- tic Equations ; Chambers' Geo- metry : Books I.—IV. ; Book VI. Props. 1—20 ; Chambers' Mat- tor and Motion, pp. 44.	5	2	34	26	8	8	22	First examination on 7th and 9th July in alge- bra, and on 12th, 14th, 18th and 19th July in geometry ; second on 4th and 6th October in algebra, and on 8th and 13th October in geometry. Progress during the eleven months of its standing fair in algebra ; good in geometry. Bamanji taught this class after Ardeshir left it. It passed a creditable examination.
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III.—COLLEGE.

1. LOGIC ; MENTAL AND MORAL PHILOSOPHY.

FIRST YEAR'S STUDENTS—*Number 44.*

104. Logic supposes language, which ought, therefore, to be learnt first. In the Institution, this is so far insisted on, that, except in the case of *paying students*, who are not subjected to any examination, candidates for admission are required to be able to read and explain a passage selected from any of the books used in the School.

105. When a class in the College consisted of a few students, brought daily into direct oral intercourse with the Professors, such an amount of preparation might be sufficient. But, in order that the teaching may be carried on with effect in classes of forty or fifty students, the standard of attainment must be considerably raised.

106. The text-books used have been *Easy Lessons on Reasoning*, (Whately's,) and *Locke's Conduct of the Understanding*. The meaning and use of the technical terms have been explained, and most of the students have acquired some facility in applying the elementary rules of logic. The teaching has embraced the *language* as well as the *matter* of the text-books, and logic and grammar have been made mutually to illustrate each other.

107. The *vivâ voce* examination was chiefly on Locke. Owing to the size of the class there was not time for more than four rounds. Four out of 41 students obtained full marks, 2 obtained 95 per cent., and 7, 75 per cent. and upwards.

108. From the selected answers to the paper questions (Appendix E a), which embrace a considerable variety, both as to matter and style, the actual state of the class may be correctly inferred.

SECOND YEAR'S STUDENTS—*Number 21.*

109. Experience here having led me to give a decided preference to text-books and familiar teaching over formal professorial

lectures, it was resolved to put Locke's Essay, and Cousin's critical review of it, together, into the hands of the students. This was intended rather, as an introduction to the study of mental philosophy, than to supersede the more systematic works of Reid, Stewart, or Brown. But, considering the relation which these bear to Locke's Essay, it was thought desirable that his work should be studied first. Cousin's criticisms are admirable specimens of philosophical analysis, and, when accompanied with illustrations adapted to the capacity and modes of thinking of the students, can scarcely fail to induce a habit of carefully *observing facts*, and of employing *experiment* and *reasoning* in dealing with them.

110. The portions read are specified in the programme. The answers to the paper questions, as written in the Examination Hall (Appendix E 6), do not require any remark. The mistakes, not less than the knowledge contained in them, will show the present state of the class. From a comparison of these with the selected answers of former years, a judgment might be formed regarding the progress of education in the Institution. But it is proper to mention, that papers on this subject in former years will be found only in the Third or Fourth Year's Class.

111. The *viva voce* answers were not given either so fluently, or in such accurate language as might be wished. From the little experience these students have had of expressing their thoughts in English, perhaps this could hardly be expected. Two out of 20 students present at the examination obtained 70 per cent. marks.

THIRD YEAR'S STUDENTS—Number 11.

112. In the usual course the proper business of this class would have been the study of *mental* philosophy. But, as it appeared probable that the new scholarship rules would have the effect of diminishing, at least for a time, the number of students in the higher classes, it was resolved, with the sanction of the Board, to substitute *moral* philosophy. This arrangement was recommended in anticipation of there possibly being no Fourth Year's Class,—an anticipation which has since been verified.

113. Stewart's Outlines, Part I., was read and briefly illustrated. Part II. has been studied under Professor Sinclair. The principal subject of study was Butler. (See programme, p. 9.) In this the progress was necessarily slow, the subject being new to the students, and the style of the work not free from difficulty. Still I do not know that it could be replaced by a better text-book. For besides its convenience as a comprehensive outline of morals, contained within a compass suited to the time devoted to this branch of study, it serves as a *discipline* of the intellectual powers, and at the same time affords the best *example* I know of *applied logic*.

114. The selected answers (Appendix E c) and Table of Results (Appendix C) show the general character of the answering, both oral and written.

GENERAL REMARKS.

115. The accommodation, provided for the teaching of the College Classes here, has been from the first defective. A building, 139 feet by 20, was erected parallel to the Central School, the space between the two adjoining walls being only 13 feet in width. This was raised, like the other, to the height of two stories, and the upper story of the new building was allotted to the College Classes. By wooden partitions, constructed at different times, the whole is now divided into four rooms, somewhat unequal in size. At the one end is a chemistry lecture room. The next to this was fitted up, a few years ago, with tiers of seats, with slopes in front for books and note-books. In this room there is accommodation for 50 or 60 students; and it is the only part of the building that has any pretensions to the character of a class-room. But how far it falls short of the requirements of such will be seen from the following description.

116. Having obtained entrance to it, (which one can only do either by passing through the chemistry class-room, or through the two rooms at the other end,) you find yourself in a room, of which the two ends, floor, and ceiling are formed of wooden boards closely joined together. There are three windows on either side; but, on account of the close proximity of the adjacent building, light and air are admitted on that side very imperfectly. During a heavy monsoon shower, it becomes necessary to shut the venetians

on one side, in order to exclude the rain projected from the eaves of the adjoining roof, and the windows on the other, which is the weather side, cannot be left open. About twelve months ago, glass windows were added on that side, so that now there is generally enough of light to read or write by. But when the venetians are closed on the one side, and the glass windows on the other, there is really no ventilation, and the atmosphere is scarcely fit to support animal life. In such circumstances, vigorous and sustained mental energy is out of the question.

117. When to this it is added that in the rooms below, and immediately opposite in the adjoining range, we are at all times exposed to the inconvenience, arising from the noise inseparable from large classes of school-boys, it will be evident that teaching cannot be carried on here with spirit and effect. The other rooms have all these disadvantages, and in some respects are much inferior to this.

118. During the past year, the number of First Year's Students alone was greater than the whole number in the College eight years ago. The means and appliances for teaching, which even then were insufficient, are now utterly inadequate. It would be out of place here to go further into details. I trust that enough has been said to show that increased accommodation is urgently required, or education in the Institution, instead of continuing to advance, will be in danger of retrograding.

JOHN HARKNESS, A.M.

2. LITERATURE, HISTORY, & POLITICAL ECONOMY.

FIRST YEAR'S STUDENTS.

119. *LITERATURE*.—In taking charge of Professor Reid's classes during his absence in Europe, I have endeavoured to keep as strictly as possible to the courses of study which had been appointed them. The Literature, as taught by me, may be divided into four branches : Prose, Poetry, and Philology, together with Compositions in English on some of the most important questions which occurred in the other departments of study.

120. *Prose and Poetry*.—With this class, though selections from the Novelists were read, still the simplicity and purity of Goldsmith's style, with the goodness of his heart, and the free and lofty sentiments which pervade Cowper, made these poets the favourite authors of study. A good deal of attention was paid to the acquisition of a *clearer articulation*, and to the modulation of the voice in reading.

121. *Philology*.—The interest manifested even by the Junior Class in this important science is most gratifying. It is superfluous to direct attention to the exercise and cultivation it gives in general to the analytic faculties ; to the lessons on the affinity of nations and their development, which it teaches with overpowering conviction ; and to the fact that probably no other equal area contains such a diversity of languages, and consequently so prolific a field for philological study, as Bombay. A slight degree of dexterity in applying some of the axioms or laws of the science has been already attained by the majority of the class.

122. *Composition*.—Great attention was paid to this important branch. In this class alone 216 essays were written on the following subjects :—Colonization ; Contests between Charles V. and Francis I. ; the Reformation ; Wealth ; Capital ; and Production ; of which, it will be observed, three are historical, and three economical. The authors read their compositions aloud in the presence of the class ; when corrections were made

in the subject matter, in the style, in the spelling and punctuation, and in the pronunciation,—these corrections emanating, or being elicited as much as possible, from the members of the class. Thus each essay was calculated at once to form an exercise in either history or political economy, in orthography, diction, and elocution, and in criticism.

123. HISTORY.—This class has read, with care, Heeren's History of the Political System of Europe and its Colonies, from the commencement of Modern History to the end of the Age of Charles V., supplemented by some chapters from Murray's India; together with Guizot's Introductory Discourse on the History of the English Revolution. Heeren and Guizot each demand a reach of thought, and an acquaintance with the springs of human action, and with the moral and political sciences, that cannot be expected from a First Year's Class. However, by the aid of oral explanations, they form, *in addition to their direct historical value*, an admirable introduction to these sciences, and an excellent gymnasium for the mind.

124. POLITICAL ECONOMY.—Of Mr. Mill's Principles, the first eight chapters on Production, and the theory of Value, were carefully studied. Political Economy is the favourite subject with the students; and this I think is due, in a great measure, to the nature of the text-book, which illustrates the abstract principles of the science with such an abundance of excellent applications.

SECOND YEAR'S STUDENTS.

125. LITERATURE.—In *Prose* this class read selections from some of the best English thinkers and writers, such as Bacon, Locke, Boyle, Ray, Addison, &c. In *Poetry* L'Allegro and Il Penseroso were read over frequently and with great care; and the parts of Mr. Macaulay's Essay which bear on Milton's poetic merits, and on poetry in general, and Lord Bacon's profound views on poesy, together with the Classical Dictionary, served to illustrate the beauties of many passages in these exquisite poems. Some lessons and exercises were also given out of Chambers' Elocution, on the management of the voice in reading.

126. In *Philology* attention was paid in this class chiefly to the *historical* position which the elements of the English

language hold in the Indo-European family. The extent of the class's acquirements may be readily collected from their answers to the paper questions.

127. Twenty Students wrote the full number (100) of *Compositions* on the following subjects:—The Restoration in England; Louis XIV.; the War of the Succession in Spain; the Subject of Political Economy; and the Method of Investigating Economic Questions: and the same mode of correction was adopted here as in the First Year's Class.

128. HISTORY.—Heeren's Political System of Europe and its Colonies, from the commencement of the Age of Louis XIV. to the extinction of the house of Hapsburg,—illuminated by the calm and sober light of the philosophic Smyth, and enforced and illustrated by the critical and historic spirit and the brilliant rhetoric of Mr. Macaulay,—formed the subject of study. Under the instruction of such authors, it is impossible not to *understand* as well as see the relations of historical events. Occasionally light was also borrowed freely from the social sciences.

129. POLITICAL ECONOMY.—In addition to parts of the first three books of Mr. Mill's *Principles*, the class studied Professor Hancock's views on the Mode of Investigating Economic Questions, on the Subject of the Science, and on the Theory of Value, and Professor Green's Lectures on the Subject of Political Economy and on Remuneration; also citations were frequently made from Mr. Senior's treatise on the science. In teaching, the peculiar views of these several authors were thrown out into the greatest relief; and by this antagonism, as well as by their coincidences, an ample and firm grasp of the nature of many of the theorems and problems of the science, and of the actual state of their development, was more effectually secured.

THIRD YEAR'S STUDENTS.

130. LITERATURE.—In *Prose* the principal of Bacon's *Essays*, and his Remarks on Poesy, were studied with care; and in *Poetry* parts of King Lear and Hamlet.

131. *Philology*.—In this class philology was studied with great vitality, and with proportionate success; and not only has a knowledge of the leading principles of the science been acquired,

but a good deal of *sagacity* and dexterity in applying them has been frequently exhibited by several of the students. Thus, the relation which the chief members of the Indo-European family bear to each other, the most important laws which govern the letter-changes, and the doctrine of the vowels, and of the roots, have been carefully studied from Bopp, Latham, and some other sources; and the application of these laws, more particularly to the English and the vernacular languages, has formed a constant exercise. Valuable assistance in elucidating the Prakrit by means of the Sanskrit was rendered by Kaisho Sakharam Shastri, the Sanskrit Teacher in the Institution; and the Senior Philological Class was also attended by the Assistant Masters Pestonji Jehangirji, Hormasji Edalji, and Khursetji Manackji, who have taken great interest in the study, and seem to have fully appreciated its importance.

132. *Composition*.—Essays were written on the following subjects:—The Active and Moral Powers of Man; the Supremacy of Conscience; the so called Malevolent Affections; the Principles of Taxation; the best Mode of levying Taxes; and the National Debt.

133. *HISTORY*, which had been already studied so extensively in the Schools of the Institution, and during the two previous years of the College curriculum, was replaced, under Professor Reid, by a course of lectures on *JURISPRUDENCE*; and an account of the instruction imparted in this branch from January to March will be found in Professor Reid's Report in paragraphs 137, 138.

134. To preserve as much as possible a continuity in the studies of the class, I took up, as a kindred subject, for the remainder of the year, the Second Part of Stewart's Outlines of Moral Philosophy; which, on account of its brevity, was supplemented, partly by oral expositions, and partly by citations from the ethical works of Aristotle, Cicero, Bacon, and Butler. The attainments of the class in this large and important subject are as respectable as could be expected for so short a time.

135. *POLITICAL ECONOMY*.—A large portion of the important subject of Taxation, and, more generally, of Government Influence, was carefully studied; and the guiding principles and

the arguments of conflicting authorities were considered with much attention. Thus the greater part of the fifth book of Mr. Mill's Principles ; Professor Heron's three Lectures on Taxation ; Professor Hancock's Paper on the general principles of Taxation, as illustrating the advantages of a Perfect Income Tax, and that on the effect of the Usury Laws on the Funding System ; and Mr. McCulloch's Note on the advantages and disadvantages of the Funding System compared with the plan for raising the supplies for a war, within the year, by a corresponding increase of taxation, and on the Sinking Fund ; were accurately discussed. Mr. Gladstone's Budget was then analyzed ; and the recent Parliamentary changes formed convenient and appropriate matter for criticism and reflection, and their general justification a good exercise in the application of the principles and doctrines of the science.

136. The Tabular Forms in Appendix C*, *a*, *b*, *c*, pp. 59, 60, 61, which contain an accurate account of the degree in which each Student acquitted himself in every question that was proposed to him throughout the Examinations in the above subjects, together with an inspection of the Examination Questions (Appendices D, D*), and of the Specimens of the Answering (Appendix E), will afford satisfactory information respecting his attainments in these several departments of study.

R. S. SINCLAIR, M.A.

3. JURISPRUDENCE.

137. The following is Professor Reid's Report of the studies of the Senior Class in Jurisprudence up to the date of his departure, 14th March (see paragraph 133) :—"Immediately after the Annual Examination (December 1852), the new Third Year's Students were introduced to a partial acquaintance with the general principles of Jurisprudence. I commenced by dictating in class a series of notes selected from Reddie's Science of Law, with occasional modifications and additions, introduced under the light reflected collaterally by other general works, such as, more particularly, Rutherford's Institutes, Austin's Province of Jurisprudence, Story's Conflict of Laws, and the valuable historical and critical introduction to Morley's Digest of Indian Cases. This preliminary matter was discussed in class for some days; after which I further tested their progress by setting apart a day for *writing* answers to some of the questions given at the Scholarship Examinations to their predecessors; and I am happy to state that their papers were nearly as correct, in such portions of the subject as they had studied, as those of the former students which have been forwarded to the Board.

138. "As the time now left was at most only *two months*, I thought it advisable to confine their attention to one or two branches of Private Substantive Law, and, for this purpose, selected the Cognate Titles of Family Law and Succession, (a Synopsis of the thirteen Lectures in which I appended, by way of specimens, to my Report of last year,) a department sufficiently self-contained to permit of its being studied separately, and one which, moreover, possesses peculiar attractions for Indian students, by reason of the copious and varied stores furnished for its illustration by the law-systems of the East as expounded (under the above heads) in the Classical Commentaries of Sir Thomas Strange and Sir William MacNaghten.

"R. T. REID, LL.B."

4. MATHEMATICS AND NATURAL PHILOSOPHY.

139. In the mathematical classes, lessons were regularly prescribed from the text-books, to be studied at private hours, for examination in class. At these examinations, marks were given to the students for their answers. Separate marks were given for exercises worked at home.

140. To give them some acquaintance with the practical application of the principles taught them, I showed the First Year's Students the Land Chain, the Optical Square, the Plane Table, the Prismatic Compass, the Plane Scale, Gunter's Scale, and the Vernier, and explained their construction and use.

141. It has been usual to teach the Second Year's Students Physical Geography, but as they had not studied Hydrostatics, Pneumatics, or Electricity, I thought it necessary to give them an outline of these subjects, and to postpone the study of Physical Geography till the third year.

142. The studies of the First, Second, and Third Year's Students during the year are given in the programme, pp. 7—9.

143. There were at the beginning of the year three Fourth Year's Students, Pestanji Jahanghirji, Hormazji Edalji, and Narayan Ballal. The third having been appointed Assistant Master in the Institution on 28th June, and the two others having also obtained similar appointments on 1st October, the class at the latter date was broken up. Their studies up to this time had been, Lloyd's Elements of Optics, Chaps. I.—VIII., and Webster's Hydrostatics.

144. The selected answers given in Appendix E will show the quality of the answering.

DADABHAI NAOROJI,

Acting Professor of Mathematics and Natural Philosophy.

5. CHEMISTRY AND GEOLOGY.

145. The First Year's Students have attended two lectures a week on Chemistry throughout the Session; and in this course have studied the general properties of matter, the subjects of light, heat, magnetism, and frictional electricity; the laws of chemical combination, with the atomic hypothesis; the chemistry of the non-metallic, and of the most important of the metallic elements.

146. The Second and Third Year's Students have attended one lecture a week on Geology. The subject was treated of in accordance with the arrangement proposed in the prospectus laid before the Board at the commencement of the Session.

147. I have experienced much difficulty in conducting these lectures, from the want of adequate means of illustration. Some hand-specimens of minerals and rocks, from the collection at the Grant Medical College, and a few diagrams I had prepared whilst at the Neilgherry Hills, constituted the only objects I had at hand for illustrating the subject. A total ignorance, also, of Geological Classification on the part of the Students presented a serious impediment to their study of Palæontology. Still, however, much zeal and industry were exhibited by the majority of the class; and the interest of the subject induced most of the Assistant Masters to attend the lectures.

148. Since the close of the Session, the Committee of the Amjee Cowasjee Institute have, for the present, very liberally permitted a beautiful and extensive assortment of Minerals, Rocks, and Fossils to be placed in a room in the Institution, where I am now engaged in arranging them systematically for purposes of study. I have also employed Messrs. Smith, Elder and Co. to procure me, from London, specimens of the Geological and Zoological diagrams that are made use of by lecturers on these subjects in Europe.

149. With such increased and improved means of instruction, I trust that the geological course will in future be more complete than it was possible for me to render it in the past Session.

HERBERT GIRAUD, M.D.,

Professor of Chemistry and Natural History.



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on 24 February, 2020

